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A study designed to test three methods of teaching communication skills in a course covering the areas of oral and aural skills in conjunction with reading and writing. The three methods were "normal" method, the "bibliography" method (using primarily reading lists), and the "kinescope" method (using films).

The report describes methodology and includes relevant data tables. Results revealed no significant difference in achievement by the students exposed to the three different methods. However, the researchers cautioned that results may be weighted by the lack of faculty experience with the bibliography or the kinescopic methods.

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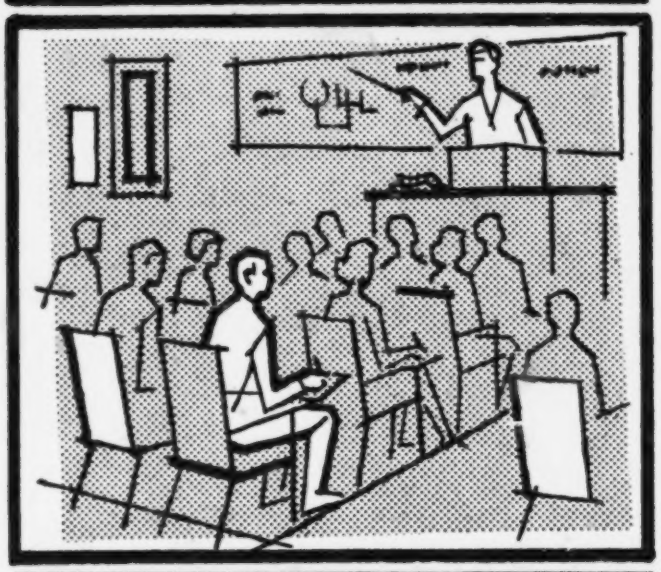
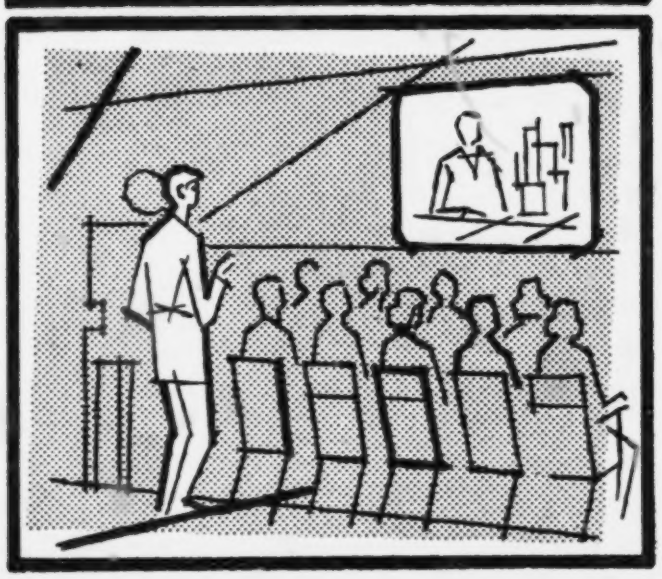
AN EXPERIMENT IN INSTRUCTIONAL METHODS





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STATE UNIVERSITY OF IOWA

AUGUST 1958

ED000758

COMMUNICATION SKILLS

AN EXPERIMENT IN INSTRUCTIONAL METHODS

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SUPPORTED IN PART BY A GRANT FROM THE FUND FOR THE ADVANCEMENT OF EDUCATION

THE STATE UNIVERSITY OF IOWA *August, 1958*

This study was conducted under the general supervision and with the help and encouragement of Dewey B. Stuit, Dean of the College of Liberal Arts, and H. Clay Harshbarger, Assistant Dean and Chairman of the Department of Speech and Dramatic Arts. The advice and assistance of Director Arthur Mittman of the University Examination Service and Director Carl Gochenour and his staff of the Statistical Service must be acknowledged.

As with most studies done in educational institutions, this one would not have been possible without the willing labors of many graduate students in gathering data, tabulating results, and assisting in the statistical tests.

These were:

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Mr. Sidney Kraus
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Introduction

One of the basic courses in many institutions of higher education is Communication Skills, a course which integrates the teaching of reading, writing, speaking, and listening. The College of Liberal Arts of the State University of Iowa adopted its Communication Skills Program in 1944, one of the first among colleges and universities to initiate such a program. Now there are approximately three hundred and seventy institutions with this or similar courses. Most if not all, of these institutions face two major problems in the years immediately ahead: (1) the instruction of many more students without a proportional increase in staff; (2) obtaining instructors with adequate professional preparation in all of the essential aspects of communication skills.

A few institutions, such as the State University of Iowa, give some graduate students "on the job" training as teaching assistants in these courses, but graduate programs designed to prepare people systematically and thoroughly to handle competently all phases of instruction in communication skills have not been developed. The immediate prospect of the development of such programs is unlikely because there is little opportunity for advancement of those so trained. At the present time, the majority of instructors employed are either literature majors or speech majors. Thus, their preparation is biased, lacking in some of the basic aspects of the material covered in communication skills courses.

Therefore, the question might well be asked, can we compensate for the bias in the preparation of instructors, provide better "on the job" training of staff members, and raise the level of instruction in communication skills courses by utilizing "experts" in the presentation of the principles of communication? On the other hand, with rapidly rising college enrollments, the question becomes increasingly relevant, how can we make maximum use of instructional resources? A partial answer would be provided if the student could be made more responsible for his own education without reducing the quality of the education he receives.

In an effort to provide at least a partial solution to these problems, with the aid of a grant from the Fund for the Advancement of Education, during the 1957-58 academic year the Communication Skills staff and the Television Center of the State University of Iowa, in co-operation with other University agencies and departments, such as the University Examination and Statistical Services, the Departments of Psychology and Sociology, and the Processing Laboratory of the Extension Division, compared experimentally the effectiveness of three methods of teaching the Communication Skills courses. They were: (1) the present method which makes one instructor responsible for the training of his students in all four skills (reading, writing, speaking, listening); (2) a method of teaching designed to make the student more self-reliant and independent by reducing from four to three the number of formal class meetings per week, by presenting the basic principles of the course, normally covered in lectures and discussion, in a bibliography of assigned and collateral readings, and by devoting most of the class hours to performances under the guidance and criticism of a classroom instructor; (3) the presentation of the basic principles of the course by "experts" through the use of film recordings of television programs (kinescopes), supplemented by discussion of these principles and their application in performances under the guidance and criticism of the regular classroom instructor.

Purpose of the Study

The experiment was designed to compare the three methods of teaching Communication Skills which were described above.

These hypotheses were tested:

1. Students will acquire greater skill in speaking, writing, reading, and listening when they receive the principles of communication from "experts" on kinescope, followed by classroom discussion, than when they receive the principles only from their regular classroom instructors.
2. Students will acquire as much skill in speaking, writing, reading, and listening when they hear no lectures on the principles of communication, attend class one day less each week, and are given a bibliography of assigned and collateral readings from which to obtain these principles, as when they receive these principles from their regular classroom instructor lecturing and/or leading discussions.
3. Students will retain more of the principles of communication from the kinescope method than from the "normal" method of instruction.
4. Students will retain as much of the principles of communication from the bibliography method as from the "normal" method of instruction.
5. Achievement in communication skills of students of varying academic aptitude is not differentially affected by these methods of instruction.
6. These methods of instruction will not differentially affect the attitudes of students toward communication.

Information was also sought on the following questions:

1. Which method of instruction will instructors favor?
2. Which method of instruction will students favor?
3. Does experience with one method affect the attitudes of students and faculty toward this or other methods?
4. What are the relationships among the various skills of communication, between these skills and attitudes toward communication and communication skills, and between these skills and knowledge of the principles of communication?
5. What are the relationships between various self-attitudes and achievement in Communication Skills?
6. What is the relationship between each of the communication skills and general academic ability?

The Experiment

Communication Skills is a requirement in all undergraduate curricula of the University. This requirement may be satisfied by superior achievement on the entrance examinations in Communication Skills, in the case of transfer students by presentation upon matriculation of sufficient credit in composition and speech, or by registering for the course(s) in Communication Skills indicated by the results of entrance examinations and continued enrollment in the program until a satisfactory level of performance in the skills is reached.

Students are sectioned in Communication Skills on the basis of the entrance examinations. The following five examinations were used (and have been used for several years) to determine which course(s) a student should take, and to discover the small per cent of students of superior ability in these skills who are exempted from this requirement:

English Composition (Form B)
Reading Comprehension (Form B)
General Vocabulary (Form B)
A four-minute argumentative speech
An expository theme, minimum of 450 words.
(These tests are described in detail on pp. 8-9.)

The first three are objective, multiple-choice instruments. The speeches and themes were evaluated by one or two raters. The resulting scores provided a profile of performance for each student. On the basis of these tests, 4.88 per cent of the freshmen and transfer students held for entrance tests in Communication Skills were exempted from this requirement, 17.99 per cent were held for the one semester Accelerated Course (10:3, 4 credit hours), 66.79 per cent were held for the two semester Main Course (10:1, 4 credit hours; 10:2, 4 credit hours, a total of 8 credit hours), and 10.88 per cent were held for the Main Course (10:1, 10:2) plus a course in Supplementary Work (10:7, 2 credit hours) which reviews the fundamentals of writing, reading, and to some extent speaking, and which is taken concurrently with the first semester of the Main Course (10:1). These percentages approximate the disposition of students in Communication Skills over a period of five or more years.

Within this general framework of courses and enrollment three basic treatment groups were organized for the experiment:

Group A (Regular) consisted of classes as traditionally constituted and taught, a single instructor responsible for each class and for the instruction in all four skills—reading, writing, speaking, listening—including lectures, discussion, performance, and criticism.

Group B (Bibliography) consisted of classes which met three instead of the regular four hours per week, and which presented the basic principles of the course through a bibliography of assigned and collateral readings, and in which most of the class meetings were devoted to performance in the four skills under the guidance and criticism of an instructor.

Group C (Kinescope) consisted of classes in which the basic principles of the course were presented by "experts" through a series of twenty-eight, half-hour kinescopes, supplemented by discussion of these principles and their application in performances under the guidance and criticism of a regular classroom instructor. These kinescopes were projected in classrooms as conventional motion pictures.

Because it was impossible to produce a second set of kinescopes suitable for the one semester Accelerated (10:3) classes, only treatments A (Regular) and B (Bibliography) were used for the Accelerated classes. All three treatments were used for the two semester Main Course (10:1, 10:2).

Within the various levels of courses—Accelerated Course (10:3) and Main Course (10:1-10:2), which also included students required to take the Supplementary Work (10:7)—students were randomly assigned to one of the classes at the hour for which they registered. Classes were then assigned to treatment groups. In the case of the 10:1 classes in which three treatment groups were used, one-third of the classes at each hour were assigned to Group A (Regular); in similar fashion a third of the classes were assigned to Group B (Bibliography), and the other third to Group C (Kinescope). Except for two limitations, instructors were also randomly assigned to classes.

These limitations were: (1) instructors teaching more than one section of the course were assigned to classes all within one treatment group (all regular, all bibliography, or all kinescope); (2) an attempt was made to achieve a balance of experienced and inexperienced instructors between the three treatment groups, A, B, C. All of these decisions were made prior to the date the students met for the first time in their permanent sections, so that every class proceeded from the outset according to the plan prepared for its particular treatment group.

Since the Main Course continued through the second semester (10:2), a method of preregistration for the second semester was used in an effort to continue each student in the same section under the same instructor. If a student found it necessary to change the schedule of his Communication Skills class to another hour, he was required to enroll in a section taught by the same method as the one in which he was enrolled during the first semester. To the extent possible, instructors continued with the same classes they had taught the first semester. In making reassignments or new assignments instructors again were held to classes within one treatment group.

As was explained earlier, only two treatment groups, A (Regular) and B (Bibliography) were employed in the Accelerated (10:3) classes. Students eligible for enrollment in these classes on the basis of entrance test scores were randomly assigned to classes at the hours for which they registered. Instructors were assigned to these classes on the same basis as the 10:1 classes. Treatment groups were determined by assigning every other 10:3 class to Group A (Regular) and the alternate classes to Group B (Bibliography). Again, all decisions were made prior to the date the students met for the first time in their permanent sections, so that each class proceeded from the outset according to the plan prepared for its particular treatment group. (See Appendix A for a detailed description of the organization of classes for the experiment.)

Not all classes in each treatment group were used in the final analysis of data. In order to facilitate the measurement and control of instructor differences in the results of the experiment, all but one of the classes of an instructor who taught more than one section of the course were eliminated by a random selection method. Also, classes experiencing a change of instructors from first to second semester were eliminated, since the achievement of these students might have been influenced by the change of instructors instead of the teaching method in the particular treatment group.

Students for whom complete pre-examination and achievement examination scores could not be obtained were also eliminated. The number of sections within each treatment group which were utilized in the analyses and the number of subjects used in each section can be seen in Tables 1 and 7, pp. 12-15.

Included in the design of the experiment was the preparation of syllabi for the 10:3 Bibliography classes (Group B), the 10:1 and 10:2 Bibliography (Group B), and Kinescope (Group C) classes. No specific syllabus was prepared for the Regular 10:3, 10:1, and 10:2 (Group A) classes, since it was implicit in the assumptions underlying this method of instruction that the individual instructor can better meet the needs of his students by adapting to them the selection and the rate of presentation of lecture materials and the performances assigned, and that instruction is more effective when the individual teacher has full responsibility for a class. Also involved was the preparation of a series of half-hour kinescopes used in Group C classes, the preparation of two classrooms with screens and projectors for the showing of the kinescopes, and with adequate facilities for darkening the rooms in such a way as to permit note-taking during the projection of the films. The kinescopes were viewed as classroom films, not on television monitors.

During the spring and summer preceding the opening of the 1957-58 academic year, committees of the Communication Skills staff met to determine the outline of topics or units to be covered in the various courses, and to suggest assignments related to these topics to be employed in the teaching of the four skills. With this material in hand the supervisors of the course prepared the syllabi for the Bibliography (Group B) and Kinescope (Group C) classes. These syllabi included the assigned readings from the textbooks for the course, a schedule of performances for the course with a description of each performance assigned. The syllabi for Group B classes also included a bibliography of collateral readings on each topic covered in the course. A schedule of the kinescopes, including the topic of the kinescope and the date it was to be shown was incorporated into the Group C syllabi. (See Appendix B for excerpts from the syllabi.) The syllabus appropriate to his particular class was put in the hands of each student. Knowing that it would be impossible to prevent staff members from acquainting themselves with the various syllabi, a copy of the syllabus for each treatment group was given to each member of the Communication Skills staff.

A total of twenty-eight half-hour kinescopes were used in the Group C (Kinescope) classes in the course of two semesters. Twenty-six were produced at the State University of Iowa through the co-operation of the Communication Skills staff, the University Tele-

vision Center, and selected University faculty members whom the staff felt were "experts" on particular topics. Two kinescopes made by the late Dr. Irving J. Lee, Northwestern University, completed the series. Two prints of each film were made to permit simultaneous showing of the film in two different classrooms. The kinescopes were projected as films in one or both of the classrooms which had been prepared especially for this purpose. Not more than three sections of the course gathered in one room to view a film. As soon as the film was completed, each section went to its regular classroom for a discussion during the remainder of the class hour on the topic presented in the kinescope. Succeeding class hours featured exercises and performances in the four skills based upon the principles presented in the kinescopes.

The following is a schedule of the kinescopes, giving the topic of each film, the expert presenting the topic, his position on the faculty, and the date the kinescope was presented to the Group C classes.

SCHEDULE OF KINESCOPES
1957-58

First Semester, 10:1 classes

Topic	*"Expert"*	*Date Shown*
"The Nature of Communication"	Dr. Harrold C. Shiffler, Assistant Professor, Dramatic Art, SUI	Oct. 2, 1957
"Ideas in Communication"	Dr. Orville A. Hitchcock, Professor, Speech, SUI	Oct. 8, 1957
"Framework of Ideas"	Dr. Carl A. Dallinger, Associate Professor, Speech; Coordinator of Communication Skills, SUI	Oct. 15, 1957
"Adjustment to Communication"	Dr. Robert L. Gregg, Assistant Professor, Speech, SUI	Oct. 22, 1957
"Concepts of Purpose"	Dr. John C. Gerber, Professor, English, SUI	Oct. 29, 1957
"Bodily Action"	Dr. Carl A. Dallinger, Associate Professor, Speech; Coordinator of Communication Skills, SUI	Nov. 1, 1957
"Paragraphing"	Dr. Clark Griffith, Assistant Professor, English, SUI	Nov. 12, 1957
"Basic Patterns of Organization"	Dr. Harry H. Crosby, Assistant Professor and Writing Supervisor, Communication Skills, SUI	Nov. 19, 1957
"Effective Reading"	Dr. William Eller, Associate Professor and Director of Reading Laboratory, Education; Reading Supervisor, Communication Skills, SUI	Nov. 26, 1957
"The Support of Ideas"	Dr. John C. Gerber, Professor, English, SUI	Dec. 3, 1957
"Research Techniques"	Miss Cleo Martin, Instructor, Communication Skills, SUI	Dec. 10, 1957
"Effective Sentences"	Dr. John C. McGalliard, Professor, English, SUI	Dec. 13, 1957

Topic	*"Expert"*	*Date Shown*
"Documentation and Manuscript Techniques"	Mr. William J. Holmes, Instructor, Communication Skills, SUI	Jan. 7, 1958
"The Process of Revision"	Dr. Clark Griffith, Assistant Professor, English, SUI	Jan. 10, 1958
	Second Semester, 10:2 Classes	
"Difference Between Words and Things"	Dr. Irving J. Lee, Professor, Speech, Northwestern University	Feb. 13, 1958
"Voice in Communication"	Dr. Harrold C. Shiffler, Assistant Professor, Dramatic Art, SUI	Feb. 18, 1958
"Why People Misunderstand Each Other"	Dr. Irving J. Lee, Professor, Speech, Northwestern University	Feb. 25, 1958
"Articulation and Pronunciation"	Dr. Harrold C. Shiffler, Assistant Professor, Dramatic Art, SUI	Feb. 28, 1958
"Making Language Appropriate and Effective"	Dr. Clark Griffith, Assistant Professor, English, SUI	March 7, 1958
"Mass Media as Background in Communication"	Dr. Richard Braddock, Assistant Professor, Communication Skills, SUI	March 18, 1958
"Obstructions to Critical Listening and Reading"	Dr. William Eller, Associate Professor and Director of Reading Laboratory, Education; Reading Supervisor, Communication Skills, SUI	March 20, 1958
"The Argumentative Situation"	Dr. Orville A. Hitchcock, Professor, Speech, SUI	March 25, 1958
"Evidence, the Foundation of Reasoning"	Dr. Orville A. Hitchcock, Professor, Speech, SUI	April 1, 1958
"Processes of Reasoning"	Dr. Carl A. Dallinger, Associate Professor, Speech; Coordinator of Communication Skills, SUI	April 10, 1958
"Discussion, Its Basis and Forms"	Dr. Robert F. Ray, Professor and Director, Institute of Public Affairs, SUI	April 15, 1958
"Advocacy, Its Basis and Forms"	Dr. Orville A. Hitchcock, Professor, Speech, SUI	April 22, 1958
"Common Fallacies"	Dr. William Eller, Associate Professor and Director of Reading Laboratory, Education; Reading Supervisor, Communication Skills, SUI	April 29, 1958
"Communication Which Evaluates and Criticizes"	Dr. John C. Gerber, Professor, English, SUI	May 13, 1958

As was indicated earlier, the Bibliography (Group B) classes met only three instead of the regular four days per week. At least one copy of all items listed on the bibliography of collateral readings for these classes was put on "reserve" circulation in the University Library. Methods of stimulating and checking on the reading done by the students in these sections was left to the instructors of these classes.

Criterion Measures

A battery of pretests followed by a parallel battery of post-tests to measure achievement provided the basic pattern of evaluation in this experiment. These tests were supplemented by four questionnaires designed to obtain reactions from the staff and students to the experiment, particularly the method of instruction they experienced in the course. Two questionnaires were directed to the staff, one near the close of each semester. One was filled out by all of the 10:3 (Accelerated Course) students near the close of the first semester, the other by the 10:1-10:2 (Main Course) students near the close of the second semester.

Seven different instruments were used in the pretest and post-test evaluations:

	Pretest	*Post-test*
1. "English Composition"	Form B	Form B
2. "Reading Comprehension"	Form B	G. E. D., "Interpretation of Reading Materials in the Social Studies," High School Level-Form B
3. "General Vocabulary"	Form B	Form B
4. "Brown-Carlson Listening Comprehension Test"	Form Am	Form Bm
5. "Principles of Communication Skills"	Same form used in both pre- and post-tests.	
6. "Expository Theme" (450 word minimum)	Different topics used in the pre- and post-tests. (See Appendix C.)	
7. "Argumentative Speech" (4 minutes, extemporaneous)	Different topics used in the pre- and post-tests. (See Appendix D.)	

English Composition, Form B.

"This test consists of two student-written themes. Each theme is presented as a unit after which there are several multiple-choice questions covering the topical and paragraph outlines. The theme is then reprinted on the left side of the test page with certain words, phrases, sentences, and marks of punctuation underlined and numbered. On the right hand side of the page, several ways of writing each numbered portion are presented. For each numbered portion the student must decide which of the suggested ways of writing is best.

"Various kinds of errors are presented in the themes including errors in punctuation, capitalization, grammatical agreement, choice of words, order of sentences, sequence of sentences, inconsistency, style, good taste and literary tact. A student is held responsible for judging which word usage and sentence structure is most appropriate in the particular style of writing in which it might appear."[1]

Reading Comprehension

Two different reading comprehension tests were used. "Reading Comprehension, Form B," used as a pretest, was developed by the State University of Iowa Examination Service. It is a power test of reading comprehension, presenting selections drawn from science, social science, and literature of average readability at the college sophomore level. There are 80 multiple-choice items, recognition in nature. The post-test was "Interpretation of Reading Materials in the Social Studies, High School Level—Form B," Test Two of General Educational Development of the U.S.A.F.I. The first 58 of the 66 multiple-choice items were included in the post-test. This, too, is a power test of reading comprehension covering selections drawn from the social sciences.

Vocabulary

The same vocabulary test, "General Vocabulary, Form B," developed by the State University of Iowa Examination Service, was used in the pre- and post-tests. It consists of 60 multiple-choice items in which short phrases containing one underlined word are presented, followed by a list of four other words or phrases which might be substituted for the underlined

[1] "Placement Tests for the Colleges of Liberal Arts, Nursing, Engineering, and Pharmacy, and the Dental Hygiene Program," State University of Iowa, The University Examinations Service, Service Report No. 13, A Student Personnel Service Publication, Iowa City, Iowa, September, 1956, p. 2.

word. The student is asked to "decide which of the four numbered words has most nearly the same meaning as the underlined word."

Listening

"The Brown-Carlson Listening Comprehension Test has been constructed to measure the ability of students to comprehend spoken language. By listening comprehension is meant the aural assimilation of spoken symbols in a face-to-face speaker-audience situation, with both oral and visual cues present. There are two comparable forms, *Am* and *Bm*, each comprising 76 test items . . ." measuring five listening skills: (1) "Immediate Recall," (2) "Following Directions," (3) "Recognizing Transitions," (4) "Recognizing Word Meanings," (5) "Lecture Comprehension."[1] Form *Am* was used as the pretest, *Bm* as the post-test in the experiment. These tests have been standardized and the percentile scores for college freshmen were used for ranking the students on these tests.

Principles of Communication Skills

The "Principles of Communication Skills" is a 31 item, multiple-choice test constructed by members of the Communication Skills staff. It is designed to assess the student's knowledge of selected principles of writing and speaking, particularly principles of "purpose," organization, support of ideas through the use of specific details and argument, and language (its relationship to meaning, levels of usage, appropriateness). Also included are items covering the basic techniques and tools used in developing research papers and elementary bibliography and footnoting forms.

Themes

The themes were original, expository compositions of at least 450 words. Two hours were allowed to plan and write the themes. Each theme was judged on the basis of its purpose, content, organization, sentences, diction, and mechanics. The pretest themes were rated by one experienced member of the Communication Skills staff. Each of the post-test themes was rated by three members of the Communication Skills staff at the end of the first semester, by two staff members at the end of the second semester, with another reader being added in cases of marked discrepancies in the ratings. The mean of these ratings constituted the final theme score given each student. Sample topics on the pretest themes were: "International Crisis," "My High School," "Profit from Friendship." The post-test topics at the end of the first semester were: "A College Town," "Personality," "The Significance of an Incident in History," "Morality in Modern Life"; at the end of the second semester: "How College Has Changed an Idea or Attitude I Had Previously Held," "Special Knowledge I Possess," "Family Relationships," "Books," "Important Conflicts, Past and Present." (See Appendix C for sample copies of the theme instructions and rating criteria.)

Speeches

Both the pre- and post-test speeches were four-minute arguments. The students were given a list of ten or twelve topics, two sheets of paper, and two note cards, and allowed a class period of fifty minutes to select their subjects and prepare their talks. For content in their speeches they were instructed to draw upon their knowledge gained from experience and reading. For the presentation of their talks they were divided into groups of nine or ten students each. Evaluation of the speeches was based upon the following eleven items: subject (central idea), analysis, supporting material, organization, language, adjustment to the speaking situation, bodily action, voice, articulation and pronunciation, fluency, general effectiveness. The pretest speeches were rated by one or two members of the Communication Skills staff. In the post-tests, at the end of the first semester each speaker was rated by five instructors in Communication Skills, by three instructors at the end of the second semester. The mean of the ratings constituted the final speech score given the student. The following are representative of the topics on the pretest:

1. Should the United Nations be given more power?
2. What should be our opinion of the program of the Eisenhower administration?
3. What changes, if any, should be made in the extracurricular programs of our schools?
4. Do Americans "follow the crowd" too much?
5. Who should go to college?

Sample post-test topics are:

1. Housing for students in Iowa City.
2. United Nations—its power and influence.
3. Defense organization and/or reorganization in the United States.
4. Highway safety and traffic regulations in Iowa.
5. Honors program at SUI.
6. Role of government in business.

(See Appendix D for sample copies of speech instructions and the rating blank.)

[1] James I. Brown and G. Robert Carlson, *Brown-Carlson Listening Comprehension Test*. Yonkers-on-Hudson, New York: World Book Company, 1955. pp. 1, 3.

Attitude Measures Employed

Attitudes Toward Communication

The instrument utilized for the measurement of these attitudes was administered to all entering students at or just prior to the beginning of the experiment. It was readministered at the end of the year to those students in the experiment, plus a sampling of students who had been exempted from the Communication Skills course because of high scores on the battery of entrance examinations which are given to entering students. An attempt was made to disassociate these administrations from the Communication Skills course so that minimum bias would enter into the responses. At the beginning of the year, this instrument, labeled "A Study of Educational Attitudes," was administered with the other University Entrance Examinations. For the post-administration, students to be tested received a letter from the Dean of the College of Liberal Arts indicating that it was necessary for some students to take the test again at a special meeting. No one associated with the Communication Skills course was present either time.

The "Study of Educational Attitudes" included 66 multiple-choice items which attempted to measure how important the respondent felt various aspects of the communication skills to be. Interspersed with these were 12 similar items about mathematics, history, the social sciences, and general education. There were nine items on which the student was asked to rate himself in various academic skills or on various personality factors. Four of these items concerned the four skills of communication—writing, speaking, reading, listening. There were 19 items concerned with background, family, interests, and experiences of the respondent. The initial item on the questionnaire was a "Who Am I" test. This is a test for the measurement of self-conceptions. It is described more fully in "An Empirical Investigation of Self-Attitudes" by Manford H. Kuhn (the developer of the "Who Am I" test) and T. S. McPartland in the *American Sociological Review*, 19 (February, 1954), 68-86. In this test, the respondent is given eight minutes to write twenty responses to the question, "Who Am I?" The responses are to be given as though the student were addressing the answers to himself.

The over-all test of educational attitudes was developed by Dr. David Gold, of the Department of Sociology and Anthropology of the State University of Iowa, with the co-operation of the other co-authors of this report.

Attitudes toward the methods of instruction tested in this study

a. Student attitudes
   (1) All students in the Accelerated Course completed a questionnaire near the end of the course, just prior to the close of the first semester. They were asked to answer three questions designed to measure their attitudes toward the three methods of instruction tested in this study, indicating the method they preferred, the method which they believed easiest, the method from which they believed they would gain most. In addition they were given an opportunity to offer suggestions for improvement of the method by which they were taking the course.
   (2) All students in the Main Course completed a similar questionnaire just prior to the close of the second semester.

b. Faculty attitudes
   (1) Each Communication Skills instructor completed a questionnaire designed to measure which method he believed would be most beneficial to his students and why. All instructors in the Accelerated Course and Main Course completed these at the end of the first semester; instructors in the Main Course completed them at the end of the second semester. Supplementary information for the use of the course administrators was also obtained.

Treatment of Data

The data were treated in the following ways:

1. Simple analyses of variance[1] were made to test the homogeneity of the Main Course sections and the Accelerated sections on each of the pretest measures and upon the Entrance Composite Percentile Rank.[2] In these and all other analyses or tests of significance, the 5 per cent level of confidence was pre-set as the level at which to reject the hypothesis of no difference.

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[1] E. F. Lindquist, *Design and Analysis of Experiments in Psychology and Education*, (Boston: Houghton Mifflin Company, 1953), p. 56.

[2] The Entrance-Composite Percentile Rank of a student indicates the per cent of students whose total scores fell below his total score. The Composite score is obtained by summing one's percentile ranks on the English Placement, Vocabulary, Reading Comprehension, and Mathematics tests. This Composite has been found to correlate highly with academic achievement in college.

2. To test the differences between methods of instruction and between sections within each method, a groups-within-treatments analysis of covariance design with the individual as the unit of measurement was used.[1] Separate analyses were again made for the Accelerated Course and the Main Course and for each criterion measure. In each case, the post-examination was the criterion measure and the corresponding pre-examination was the control variable. Analysis of covariance was used, even though the tests for homogeneity indicated no significant differences between the sections at the start of the experiment, because it was felt that a covariance analysis would provide a greater degree of precision. The groups-within-treatment design, with the individual student as the unit of measurement, permitted some measure of instructor differences.
   a. Where an analysis indicated that the hypothesis of no differences in achievement between sections within each method was not tenable, the test for differences between methods of instruction was made with a groups-within-treatments design with the section mean, rather than the individual, as the unit of measurement.[2]
3. In order to test whether the achievement of students of varying academic ability was differentially affected by these methods of instruction, achievement in speaking, theme writing, listening, and knowledge of the principles of communication for each method of instruction and for different levels of academic aptitude were tested with analyses of variance utilizing a treatments-by-level design.[3] The variable used to set the levels was the Entrance Composite Percentile Rank. Separate frequency distributions on this variable were obtained for the Main Course students and the Accelerated students. In each case, cut-off points were determined which divided the distribution into four approximately equal levels. Within each level, scores were randomly eliminated from the larger treatment groups so that, at each level, for each analysis, *n's* were equal for each treatment group.
4. Chi-square tests were run on the faculty and student questionnaire data to see whether experience with one method affected attitudes toward this or other methods.
5. Pierson product moment coefficients of correlation were used to determine the relationships among the various skills, attitudes, and knowledge.

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1 Lindquist, *op. cit.*, 177.
2 *Ibid.*
3 *Ibid.*, 123.

Results

Main Course Achievement Results

These analyses are based upon 36 sections (taught by 36 different instructors) and 582 subjects who were registered in the two-semester Main Course during the 1957-1958 academic year. As shown in Table 1, 12 of the sections were taught by the normal method, 13 by the bibliography method, and 11 by the kinescope method.

Evidence supports the assumption that these sections initially differed significantly on none of the variables assumed a priori to affect the criterion measures. Table 1 shows the section and group means for each of the examinations given to these students prior to or at the beginning of the experiment. Simple analyses of variance were made to test the homogeneity of these sections on each of these measures. As the reader can see in this Table, none of the eight analyses produced an *F*-ratio which was significant at the 5 per cent level of confidence.

Table 2 shows the section and group means for each of the post-examinations for the Main Course. These were identical forms of the English Composition, General Vocabulary, and Principles pre-examinations, and parallel forms of the Reading Comprehension, Listening, Speech, and Theme pre-examinations.

Before testing for differences between methods of instructions, it was necessary and desirable to test for differences between sections within each method in order to ascertain whether there might be extreme or systematic differences between instructors. Where such differences were found, it was necessary to test for differences between methods of instruction with class means rather than individual scores as the units of analysis. Otherwise, instructors with large classes would be carrying more weight in the analyses and those with small classes would be carrying less weight. Where systematic differences between instructors within each method do not exist, and individual scores are used, a more precise analysis results.

Analyses of covariance showed significant instructor differences for all but the vocabulary measures. Following are the *F*-ratios obtained for the adjusted groups-within-treatments mean squares divided by the adjusted within-groups mean squares.

Achievement Measure	*F-ratio**
Principles	1.80 Sig.
English	1.51 Sig.
Vocabulary	1.02
Reading	12.58 Sig.
Speech	2.77 Sig.
Theme	2.67 Sig.
Listening	2.95 Sig.

*$F = 1.49$ is significant with 33/545 degrees of freedom.

TABLE 1

Means for Sections and Groups in Main Course on each Pre-examination and F-ratios for each Measure.

Section	No. of Cases	(1) Entrance Composite	(2) Principles Test	(3) English Composition	(4) Vocabulary	(5) Reading Comprehension	(6) Speech	(7) Theme	(8) Listening
Normal									
N1	18	42.89	12.22	36.56	31.61	46.72	37.06	19.83	50.11
N2	16	31.56	10.63	36.13	26.94	41.44	40.88	19.94	50.06
N3	18	34.28	11.89	36.56	30.06	40.50	39.83	21.94	50.61
N4	19	28.16	12.37	32.16	25.11	40.58	35.53	17.79	51.37
N5	21	44.71	12.38	38.57	33.38	45.10	37.10	20.38	52.14
N6	19	36.32	11.58	36.05	30.26	42.68	39.16	21.58	52.26
N7	17	45.12	12.35	36.82	33.41	43.76	38.94	20.65	52.71
N8	18	37.50	13.56	35.61	30.06	42.56	35.22	20.50	51.50
N9	14	42.43	12.93	37.29	31.71	45.36	37.36	21.29	54.50
N10	16	26.50	11.94	35.00	25.31	41.19	39.13	18.75	50.25
N11	13	46.62	13.31	39.62	32.15	47.62	39.54	18.54	51.46
N12	8	35.75	11.25	33.36	30.00	44.00	34.13	16.88	47.00
Bibliography									
B1	13	38.31	12.46	37.00	28.23	46.31	41.85	21.00	50.62
B2	14	57.36	12.29	41.36	39.29	49.21	40.86	22.00	55.00
B3	17	38.94	10.59	37.41	35.35	43.12	37.41	21.76	51.53
B4	16	42.94	13.25	38.44	34.56	42.25	35.47	21.19	50.31
B5	16	39.50	11.94	38.88	32.00	40.06	36.07	19.88	51.63
B6	17	51.18	13.29	37.65	34.76	48.18	39.29	20.06	53.88
B7	15	33.00	12.53	37.73	28.47	42.00	34.47	19.47	50.13
B8	13	35.38	11.54	36.15	25.62	42.08	36.39	18.85	49.62
B9	18	41.83	11.83	38.00	31.89	43.38	38.33	19.78	52.06
B10	17	38.82	12.65	35.94	32.65	45.88	35.82	20.53	51.47
B11	13	39.31	11.69	36.46	30.54	42.77	37.00	20.31	53.77
B12	11	31.09	11.27	32.64	27.18	42.64	40.18	20.09	53.55
B13	9	41.78	10.77	35.89	37.67	44.00	35.56	18.33	52.44
Kinescope									
K1	13	36.77	11.15	35.62	29.38	42.08	37.15	19.85	51.46
K2	18	49.39	13.78	37.67	33.67	44.17	40.33	20.72	54.28
K3	21	44.62	13.05	38.62	33.76	43.48	37.90	20.48	47.57
K4	19	43.32	12.11	35.53	32.53	46.42	38.47	21.26	53.79
K5	16	35.69	12.88	36.13	30.44	41.50	41.38	20.25	51.94
K6	20	41.30	12.15	36.75	33.65	45.60	36.75	21.95	53.35
K7	17	46.59	12.41	37.35	33.59	44.29	35.76	20.35	53.24
K8	20	32.70	11.50	37.90	27.20	39.05	39.05	19.85	50.15
K9	18	44.78	12.83	36.94	32.11	44.78	38.39	20.17	53.67
K10	22	42.82	12.45	36.00	32.77	44.50	38.91	20.64	52.82
K11	12	33.67	12.58	34.42	28.17	42.50	36.50	19.67	50.25
F-ratios		1.23	.98	1.11	1.24	.98	1.46	1.19	1.05
Groups n									
Normal	197	37.65	12.20	36.14	30.00	43.46	37.82	19.84	51.16
Bibliography	189	40.73	12.01	37.20	32.17	43.99	37.59	20.25	52.00
Kinescope	196	41.06	12.44	36.63	31.57	43.49	38.24	20.47	52.05

TABLE 2

Means for Sections and Groups in Main Course on each Achievement Examination Administered at Close of the Semester

Section	No. of Cases	(9) Principles Test	(10) English Composition	(11) Vocabulary	(12) Reading Comprehension	(13) Speech	(14) Theme	(15) Listening
Normal								
N1	18	17.22	41.72	40.33	37.33	48.95	25.22	56.78
N2	16	16.25	37.13	34.25	34.81	44.81	24.25	51.00
N3	18	20.28	43.72	39.50	43.78	45.39	24.61	61.11
N4	19	16.05	38.42	35.00	38.84	42.68	23.42	58.68
N5	21	19.62	43.00	41.00	40.24	45.86	24.52	55.67
N6	19	17.63	40.47	37.05	37.74	45.47	23.42	56.00
N7	17	17.00	41.24	40.71	36.29	45.65	24.29	55.53
N8	18	18.00	40.50	37.44	37.56	44.50	26.78	55.78
N9	14	18.93	42.29	37.36	41.07	44.43	23.86	56.14
N10	16	17.00	40.06	34.00	39.06	40.81	22.81	59.63
N11	13	19.15	43.92	41.08	43.15	45.54	24.62	57.08
N12	8	19.88	40.63	35.88	37.88	43.13	23.75	56.63
Bibliography								
B1	13	18.54	41.38	38.92	39.77	44.69	22.15	55.23
B2	14	17.64	47.21	47.43	41.71	46.00	25.57	56.64
B3	17	18.06	41.65	44.24	37.76	44.47	24.65	55.76
B4	16	18.75	42.31	41.31	38.50	43.88	25.00	55.13
B5	16	18.38	43.00	41.00	40.07	43.63	24.13	56.94
B6	17	19.29	42.59	43.24	43.29	43.59	24.06	59.59
B7	15	20.00	40.60	37.80	36.93	45.60	24.93	55.80
B8	13	18.54	38.38	31.77	39.85	44.08	22.54	55.92
B9	18	16.56	41.61	39.28	39.72	43.17	23.17	55.50
B10	17	19.00	42.82	39.71	43.29	43.59	24.06	56.41
B11	13	20.08	41.85	37.77	44.00	46.92	24.38	58.38
B12	11	19.55	40.27	39.18	39.00	43.55	21.36	57.09
B13	9	16.56	44.00	43.11	41.33	43.67	25.44	58.67
Kinescope								
K1	13	17.23	35.92	36.62	38.08	42.85	24.85	56.00
K2	18	19.39	43.50	41.11	41.61	45.83	24.06	57.50
K3	21	17.14	41.62	39.86	40.10	44.19	25.24	56.24
K4	19	19.53	41.74	39.84	38.42	43.89	23.53	56.32
K5	16	18.44	41.44	36.00	38.13	43.56	23.19	57.13
K6	20	19.00	44.15	38.40	43.65	45.65	24.90	58.35
K7	17	18.71	42.24	44.12	40.41	43.47	23.88	54.29
K8	20	18.85	39.70	34.95	36.00	47.15	21.65	55.25
K9	18	19.28	42.22	41.06	40.72	44.28	24.11	57.72
K10	22	19.77	41.73	40.00	42.36	44.14	25.14	58.18
K11	12	19.50	40.67	36.25	38.00	42.67	24.42	58.58
Group n								
Normal	197	18.08	41.09	37.80	38.98	44.77	24.30	56.67
Bibliography	189	18.53	42.13	40.37	40.40	44.37	23.96	56.70
Kinescope	196	18.80	41.36	38.93	39.77	44.33	24.09	56.87

Since significant instructor differences were found for all but the vocabulary data, it would appear likely that one might be making a Type II error[1] if he accepted the hypothesis that there were no differences in vocabulary achievement among these instructors. That is to say, he might be accepting a false hypothesis. For this reason, the vocabulary data were analyzed in both ways, as though significant differences had been and had not been found. That is to say, in one analysis the groups-within-treatments and the within-groups sums of squares were combined and the data treated as a simple covariance design to test for the difference between methods of instruction. For the other analysis, it was treated as the data from the other criterion measures; the differences between methods of instruction were tested with a groups-within-treatments analysis of covariance with the section means (rather than individual subjects) as the unit of analysis. These were the *F*-ratios obtained between the adjusted treatments mean squares and the adjusted groups-within-treatments mean squares.

Achievement Measure	*F-ratio**	*F-ratio*** (Ind. as the unit of measurement)
Principles	1.05	
English	<1	
Vocabulary	1.65	1.60
Reading	<1	
Speech	<1	
Theme	2.64	
Listening	1.04	

*$F = 3.30$ is significant with 2/33 degrees of freedom.
**$F = 3.02$ is significant with 2/578 degrees of freedom.

None of these *F*-ratios was significant. Thus, the hypothesis of no differences in achievement between students receiving instruction by each of these methods may be retained.

In addition to the analyses of covariance, four analyses of variance were made utilizing a treatments by levels design. In each, the Entrance Composite Percentile Rank was used in the constitution of the four levels. The criterion measures analyzed in this way were the final theme score, the final speech score, the final principles score, and the final listening score. (The English composition, vocabulary, and reading scores were not analyzed in this fashion because these measures are not independent of the Entrance Composite Percentile Rank. Each is used in determining this composite measure.) The size of the sub-samples can be seen below:

		Normal Method	Bibliography Method	Kinescope Method	Total
Level	1.	39	39	39	117
	2.	51	51	51	153
	3.	30	30	30	90
	4.	46	46	46	138
Total		166	166	166	498

Table 3 shows the mean for each level and method on the principles post-examination.

TABLE 3

Principles Post-examination
Means by Levels and Methods

		Normal Method	Bibliography Method	Kinescope Method	Total
Level	1.	19.98	20.80	20.74	20.51
	2.	18.77	18.93	19.40	19.03
	3.	17.71	18.20	18.55	18.15
	4.	16.26	15.87	16.08	16.07

No significant interaction was found, nor was a significant *F*-ratio obtained for methods of instruction. A significant *F*-ratio was obtained for levels. ($F = <1$, 1.07, and 37.35 respectively; df = 6/486, 2/486, and 3/486.) The differences for levels favored the higher levels of academic ability as measured by the Entrance Composite. The mean for each total level was significantly greater than the mean for each level below it when tested by *t*-tests.

Table 4 shows the mean for each level and method on the speech post-examination.

TABLE 4

Speech Post-examination
Means by Levels and Methods

		Normal Method	Bibliography Method	Kinescope Method	Total
Level	1.	45.20	45.22	44.61	45.01
	2.	47.17	44.53	43.77	45.16
	3.	44.12	44.31	45.25	44.56
	4.	44.26	43.26	43.31	43.61

Again no significant interaction was found, nor was a significant *F*-ratio obtained for methods of instruction. A significant *F*-ratio was obtained for levels. ($F = 1.98$, 1.26, and 3.01 respectively; df = 6/486, 2/486, 3/486.) When the scores for each method were grouped and *t*-test run to test the significance of each pair of levels means, it was found that the lowest level was significantly lower than each of the others on the speech post-test. The other levels did not differ significantly from each other.

Table 5 shows the mean for each level and method on the theme post-examination.

TABLE 5

Theme Post-examination
Means by Levels and Methods

		Normal Method	Bibliography Method	Kinescope Method	Total
Level	1.	25.28	25.33	25.09	25.23
	2.	24.87	25.03	23.07	24.32
	3.	23.51	24.22	24.02	23.92
	4.	24.10	21.46	23.62	23.06

[1] Lindquist, *op. cit.*, 66-68.

On the levels analysis of the theme data, a significant interaction was found between levels and methods of instruction. ($F = 2.84$; df = 6/486.) This necessitated testing for differences among methods of instruction for each level independently and between levels for each method independently.

Significant differences between methods were found only for the second level. (F-ratios for each level, from top to bottom, were 1.03, 4.12, <1, and 2.98; df = 2/135, 2/87, 2/150, and 2/114.) Within this level, the Kinescope group averaged significantly lower scores than the Normal or Bibliography groups. The latter two did not differ significantly.

Significant differences between levels were found for each of the methods of instructions. ($F = 2.72$ for the normal method, 16.06 for the bibliography method, and 3.42 for the Kinescope method; df = 3/162 in each case.) The differences between pairs of levels were somewhat unsystematic, though in no case did a group at one level average a significantly higher theme writing score than a group at a higher level. For the Normal method, only one significant difference appeared; level 1 had a significantly greater mean than level 3. For the Bibliography method, the bottom level scored significantly lower than each of the other levels. The others did not differ significantly from each other. For the Kinescope method, the top level scored significantly higher on theme writing than the second level. None of the other differences proved significant.

Table 6 shows the mean for each level and method on the Listening post-examination.

TABLE 6

Listening Post-examination
Means by Levels and Methods

		Normal Method	Bibliography Method	Kinescope Method	Total
Level	1.	59.96	59.85	60.41	60.07
	2.	58.10	57.83	56.87	57.60
	3.	55.65	56.20	54.98	55.61
	4.	54.31	51.92	53.15	53.13

No significant interaction nor difference between methods of instruction was found. Again, however, significant differences between levels were obtained. ($F = 1.06$, <1, and 46.35 respectively; df = 6/486, 2/486, and 3/486.) The mean for each total level was significantly greater than the mean for each level below it when tested by t-tests.

Accelerated Course Achievement Results

These analyses are based upon 9 sections (taught by 9 different instructors) and 176 subjects who were registered in the one-semester Accelerated Communication Skills Course during the first semester of the 1957-1958 academic year. As shown in Table 7, 4 of the sec-

TABLE 7

Means for Sections and Groups in Accelerated Course on each Pre-examination and F-ratios for each Measure.

Section	No. of Cases	(1) Entrance Composite	(2) Principles Test	(3) English Composition	(4) Vocabulary	(5) Reading Comprehension	(6) Speech	(7) Theme	(8) Listening
Normal									
N1	20	78.00	14.65	47.05	44.80	55.45	42.85	24.25	61.50
N2	17	79.52	15.23	47.94	50.11	59.88	42.41	24.76	57.94
N3	20	79.15	15.15	45.05	48.75	55.50	40.65	25.05	58.90
N4	23	79.52	14.91	47.00	44.08	57.13	44.78	24.57	58.52
Bibliography									
B1	19	81.21	13.84	45.52	48.73	56.31	43.31	24.36	59.42
B2	19	78.73	14.42	47.36	45.36	57.78	50.57	24.15	59.89
B3	21	73.57	14.85	46.14	46.61	53.85	43.23	24.95	58.28
B4	16	75.81	14.87	46.75	45.25	52.68	44.37	24.25	58.56
B5	21	74.52	14.71	44.33	44.76	55.61	45.14	24.47	59.33
F-ratios		<1	<1	1.17	1.77	1.22	2.29 (Sig. at 5% level)	<1	<1
Group n									
Normal	80	79.05	14.98	46.73	46.71	56.89	42.76	24.65	59.24
Bibliography	96	76.69	14.51	45.97	46.16	55.31	45.31	24.46	59.10

tions were taught by the Normal method and 5 by the Bibliography method.

Evidence supports the assumption that these sections initially differed significantly on only one of the variables assumed a priori to affect the criterion measures. The one exception was the speech pre-examination. Table 7 shows the section and group means for each of the examinations given to these students prior to or at the beginning of the experiment. Table 7 also shows the *F*-ratios obtained from the simple analyses of variance which were made to test the homogeneity of these sections on these measures. At the 5 per cent level of confidence and with this many analyses, it is not surprising that one statistically significant *F*-ratio was found. The differences on the speech data might be due to chance. This supposition was strengthened when differences between individual pairs of sections means on the speech pre-examination were analyzed by means of *t*-tests. It was found that the lack of homogeneity could be attributed to a single section, B2, which had a significantly higher mean on this measure than any other section. None of the others differed significantly.

Table 8 shows the section and group means for each of the post-examinations of the accelerated course. Analyses of covariance indicated significant differences between instructors only on the theme writing data. Following are the *F*-ratios obtained for the adjusted groups-within-treatments mean squares divided by the adjusted within-groups mean squares.

Achievement Measure	*F-ratio**
Principles	<1
English	1.49
Vocabulary	≤ 1
Reading	1.31
Speech	<1
Theme	2.07 Sig.
Listening	<1

*$F = 2.07$ is significant with 7/166 degrees of freedom.

Differences between individual pairs of means were tested for the theme writing data with *t*-tests and it was found that section N2 had a significantly higher mean than all other sections except N3 and section N3 had a significantly higher mean than most (5 of the 8) other sections. Section B4 had a significantly *lower* mean than most (6 of the 8) other sections, and section B5 had a significantly lower mean than 4 other sections.

Again, because only one of the eight analyses produced a statistically significant *F*-ratio for instructor differences, the question arises of whether the differences found on this one analysis could be attributed to chance rather than true differences in the population. Because of this question, these data for the theme data were analyzed for differences between methods of instruction in two ways. They were analyzed in the same way as the other data, by grouping them into a simple random analysis of covariance design, keeping the individual as the unit of measurement. They were also analyzed with an unweighted means covariance analysis. That is to say, each class mean, rather than each individual was used as the unit of analysis. Since it ap-

TABLE 8

Means for Sections and Groups in Accelerated Course on each Achievement Examination Administered at Close of the Semester.

Section	No. of Cases	(9) Principles Test	(10) English Composition	(11) Vocabulary	(12) Reading Comprehension	(13) Speech	(14) Theme	(15) Listening
Normal								
N1	20	19.35	49.30	50.35	49.50	46.20	25.55	64.20
N2	17	19.76	51.41	53.58	49.88	45.88	28.29	61.47
N3	20	20.05	45.95	52.15	47.95	45.65	27.00	62.45
N4	23	19.04	49.34	49.56	46.60	46.17	25.60	[illegible]13
Bibliography								
B1	19	18.89	49.00	49.84	47.15	46.31	25.52	60.31
B2	19	18.84	49.73	50.10	45.00	47.36	26.10	62.52
B3	21	18.61	50.33	51.04	47.23	46.57	26.52	62.09
B4	16	18.00	49.75	49.75	45.68	46.62	23.75	61.68
B5	21	19.23	46.80	47.95	46.42	44.71	24.28	61.14
Groups n								
Normal	80	19.53	48.93	51.26	48.35	45.99	26.51	62.59
Bibliography	96	18.75	49.08	49.73	46.35	46.28	25.29	61.55

peared that there might be instructor differences, this prevented instructors with larger classes from carrying more weight in the analysis. Following are the *F*-ratios obtained for the adjusted treatments mean squares divided by the adjusted groups-within-treatments mean squares. This is the test for differences between methods of instruction. The *F*-ratio for the theme data based on the unweighted means is on the far right.

Achievement Measure	*F-ratio**	*F-ratio*** (Unweighted Means)
Principles	2.77	
English	1.13	
Vocabulary	3.80	
Reading	2.91	
Speech	<1	
Theme	4.48	Sig. 3.03
Listening	2.23	

*$F = 3.91$ is significant with 1/173 degrees of freedom.
**$F = 5.99$ is significant with 1/6 degrees of freedom.

Only the *F*-ratio for the theme data analysis which was based upon the individual as the unit of analysis indicated significant differences between Normal and Bibliography methods of instruction with the Accelerated students. This difference favored the Normal method. To reject the hypothesis of no difference between these methods of instruction because one out of seven analyses produced a significant *F*-ratio at the 5 per cent level of confidence would quite likely be a Type I error, the rejection of a true hypothesis. This assumption is strengthened by the results of the analyses with the Main Courses data which produced no significant differences between methods of instruction for any of the criterion measures.

Analyses of the data from three of these achievement measures were made utilizing a treatments by levels design. These levels were constituted in the same way as those for the Main Course data, by use of the Entrance Composite Percentile Rank. The criterion measures analyzed in this way were the final theme score, the final speech score, and the final principles score.

The size of the sub-samples used for these analyses can be seen below.

		Normal Method	Bibliography Method	Total
Level	1.	18	18	36
	2.	22	22	44
	3.	21	21	42
	4.	19	19	38
Total		80	80	160

It should be noted that the nine classes represented in these data were in the Accelerated Course which admitted only selected students. This means that the distribution of academic ability among these students was skewed toward the lower limit, it was bunched at the upper limi Although Entrance Composite Percentile Ranks in this group ranged from 20 to 99, cut-off points were 89.5, 82.5, and 71.5.

Table 9 shows the mean for each level and method on the principles post-examination.

TABLE 9

Principles Post-examination
Means by Levels and Methods

		Normal Method	Bibliography Method	Total
Level	1.	21.06	19.94	20.50
	2.	19.14	19.14	19.14
	3.	19.29	18.62	18.96
	4.	18.79	17.00	17.90
Total		19.53	18.68	

No significant interaction was found between levels and methods but significant *F*-ratios were found for both levels and method of instruction. ($F = <1$, 6.07, and 4.14 respectively; df = 3/152, 3/152, and 1/152.)

The students receiving instruction by the Normal method scored significantly higher than those receiving instruction by the Bibliography method. The students in the top level of academic ability did significantly better than students in any of the other levels and students in the next to the top level did significantly better than students in the bottom level.

Table 10 shows the mean for each level and method on the speech post-examination.

TABLE 10

Speech Post-examination
Means by Levels and Methods

		Normal Method	Bibliography Method	Total
Level	1.	45.94	46.78	46.36
	2.	45.64	45.50	45.57
	3.	45.95	45.90	45.93
	4.	46.47	46.42	46.45

None of the *F*-ratios were significant when these data were analyzed. An examination of Table 10 indicates the reason. Size of the means seem to have little relationship to either method or level. ($F = <1$ in each case.)

The mean for each level and method on the theme post-examination are shown in Table 11.

TABLE 11

Theme Post-examination
Means by Levels and Methods

		Normal Method	Bibliography Method	Total
Level	1.	27.89	27.00	27.45
	2.	26.77	25.14	25.96
	3.	26.76	23.48	25.12
	4.	24.63	25.16	24.90
Total		26.51	25.13	

As with the principles analysis, no significant interaction was obtained although significant differences were found between both levels and methods of instruction. (F = 1.77, 3.49, and 5.41 respectively; df = 3/152, 3/152, and 1/152.) The group in the Normal method again scored significantly higher than the group in the bibliography method and the group in the top level scored significantly higher than each of the other levels. The other levels did not differ significantly among themselves.

Attitude Toward Communication Results

Analyses of variance of the attitude toward communication measures secured near the end of the experiment showed no significant differences between instructors (sections) within each method nor between methods of instruction. Table 12 shows the means on the post-attitude scores which were obtained for the Main Course and Accelerated Course students. Also shown are the number of subjects on whom these means were based.

TABLE 12

Attitude Post-examination
Means by Method and Course Type

	Main Course		*Accelerated Course*	
	mean	n	mean	n
Normal	18.10	167	20.92	53
Bibliography	18.10	174	20.06	67
Kinescope	17.44	183		
Total	17.87	524	20.25	120

(For the Main Course data, F-ratios on instructor and method differences = 1.19 and <1; df = 35/488 and 2/488. For the Accelerated Course data, $F = <1$ and 1.10; df = 8/111 and 1/111.)

As Table 12 seems to indicate, there were significant differences in attitude toward communication between the Main Course students and the Accelerated Course students. (F = 24.81; df = 1/642.) It is interesting to note that the students in the Accelerated group had been out of Communication Skills for almost a semester at the time the test was taken. Students in the Main Course group were not yet finished with their second semester of the course.

Student Attitudes Toward the Methods of Instruction

Students in the Main Course, just prior to the end of the year, were asked for their opinions concerning the three methods of instruction. Table 13 shows their reactions to the alternative methods of teaching this course.

It is obvious that students most favored the Normal method of instruction and were least favorable to the Bibliography method. However, an interesting phenomenon can be seen in Table 13. Students who had experienced the course taught by a particular method tended to be far more favorable toward that method than students who had received other types of instruction. These differences between the three groups of respondents were statistically significant. (x^2 = 457.97; df = 4.)

TABLE 13

"If Communication Skills is offered next year in three different ways and a friend of yours has a choice, which of the following types of sections would you advise him to take?"

Response	*Group* Normal	Biblio.	Kine.	Total
Section which meets four times a week with approximately one class period a week devoted to lecture and discussion.	293	149	94	536
Section which meets three times a week, rather than four, and has extra reading assignments to take the place of the lecture material.	22	104	24	150
Section which meets four times a week with approximately one class period a week devoted to viewing and discussing a film of a television lecture.	57	38	228	323
	372	291	346	1009[1]

An interesting change occurred when students were asked the type of section which was easiest. Though the rank order of responses was the same, the proportion of students "voting" for the type of section in which they were registered diminished. These results are shown in Table 14.

TABLE 14

"Which of these types of sections do you believe would be *easier* for you?"

Response	*Group* Normal	Biblio.	Kine.	Total
Normal	227	113	94	434
Bibliography	41	99	49	189
Kinescope	104	76	213	393
	372	288	356	1016[2]

Again the total group most favored the Normal method of instruction, was least favorable to the Bibliography method, and each individual group tended to favor the type of section in which it was registered. (x^2 = 170.15; df = 4 for the latter test.)

The same results were found when students were

[1] Sample size is greater than in earlier tables because an attempt was made to secure responses from all Communication Skills students rather than simply those used in the analyses of achievement.

[2] N differs slightly in each table because "no responses" were not tabulated.

asked the method from which they would gain the most. This is seen in Table 15.

TABLE 15

"From which of these types of sections do you believe you would *gain most*?"

	Group			
Response	Normal	Biblio.	Kine.	Total
Normal	282	147	129	558
Bibliography	30	102	32	164
Kinescope	59	41	189	289
	371	290	350	1011

($x^2 = 520.86$; df = 4.)

The above responses were those for students just completing the Main Course. Students in the Accelerated Course were asked the same questions about their opinions just prior to the close of the first semester, when they were finishing the course. Though the same general trends were seen, there was one clear difference. There was extremely little change in response from question to question. The results can be seen in Tables 16, 17, and 18.

TABLE 16

"If Communication Skills is offered next year in two different ways and a friend of yours has a choice, which of the following types of sections would you advise him to take?"

	Group		
Response	Normal	Bibliography	Total
Section which meets four times a week with approximately one class period a week devoted to lecture and discussion.	146	72	218
Section which meets three times a week, rather than four, and has extra reading assignments to take the place of the lecture materials.	17	66	83
	163	138	301

($x^2 = 50.53$; df = 1.)

TABLE 17

"Which of these two types of sections do you believe would be *easier* for you?"

	Group		
Response	Normal	Bibliography	Total
Normal	143	71	214
Bibliography	18	61	79
	161	132	293

($x^2 = 45.16$; df = 1.)

TABLE 18

"From which of these types of sections do you believe you would *gain more*?"

	Group		
Response	Normal	Bibliography	Total
Normal	141	72	213
Bibliography	18	62	80
	159	134	293

($x^2 = 44.75$; df = 1.)

The reason most often cited by students for preferring the Normal method of instruction was that one could learn more through discussion with a "live" teacher. Other reasons cited by a substantial number of respondents were:

1. One can learn more by asking questions when they occur.
2. The instructor's personal attention to problems makes this method preferable.
3. The lectures highlight the important points. (This point was made by a large number of students in the Bibliography sections.)
4. This method takes less time than the bibliography method.
5. Outside reading is not done by students in the Bibliography method.
6. A live instructor is more interesting than film.
7. This method provides more time in class.
8. Regular section allows for more performance.
9. Films do not hold attention; students sleep.

The reason most often cited for preferring the Bibliography method of instruction was that one could learn more by reading the material than hearing lectures. Other reasons cited by a number of respondents were:

1. A student is able to progress at his own rate.
2. This method affords an extra day off each week to catch up on work and study and, as some indicated, one can still learn just as much.
3. There are fewer classes to attend.
4. It helps students learn good library techniques.

The reason which students gave most often for preferring the Kinescope method was that the kinescopes were better organized and easier to understand. Other reasons given by a fair percentage of the students were:

1. Kinescopes are more interesting than the other methods.
2. The kinescopes contain more information than the lectures or readings.
3. The kinescopes stimulate discussion.
4. Different points of view are presented by experts.
5. Kinescopes demonstrate the right and wrong methods.
6. It is helpful to see examples of good speech.
7. Kinescopes highlight the important points.
8. Outside reading is not done by students.
9. Students are exposed to better lecturers.

Faculty Attitudes Toward the Methods of Instruction

Near the end of the second semester, 44 instructors of Communication Skills, who had been teaching one or more sections in the Main Course, responded to a questionnaire concerned with their opinions of the three methods of instruction being tested. (Only 36 of these had taught the same section during both semesters. Therefore, the students of eight of these instructors had not been included in the analyses of achievement data.) Table 19 shows the results of the basic question asked.

Theoretical cell frequencies were not great enough to permit the calculation of a x^2. However, it is clear that these instructors prefer the normal method of instruction. One can note here, as in the student responses, a tendency for those instructors who had taught by a particular method to be somewhat more favorable toward that method than instructors who had not taught by that method. Whether these differences are significant was not tested. Also, it is possible that these differences represent those respondents who felt that the method of instruction made no difference.[1]

TABLE 19

"Do you feel that your students would have made more progress under one of the other methods of instruction being used this year? .....Yes .....No.
If 'yes,' which?"

	Group			
Responses	Normal	Biblio.	Kine.	Total
Normal	11	11	8	30
Bibliography	0	2	0	2
Kinescope	3	3	6	12
	14	16	14	44

Near the end of the first semester, these instructors, plus the instructors of the Accelerated Course, had been asked the same question. Results were essentially the same. Table 20 shows the responses for the 42 Main Course instructors who responded and for the 8 Accelerated Course instructors who responded.

It would appear from these results that most of the instructors had made up their minds by the end of the first semester about the relative values of these methods of instruction. It might be a fair assumption that these attitudes had been present from the beginning of the study, though this assumption is *not* based upon measurements made in this experiment. Unfortunately, no data is available on the attitudes of instructors prior to or early in the experiment.

[1] For each group, the number of "no" responses to the first part of the question were placed in the table as responses in favor of the method by which the respondents were teaching. It should be noted that this biased the response for each group in favor of the method by which it was teaching because, presumably, this number includes the "just as good" as well as the "best" votes.

TABLE 20

"Do you feel that your students would have made more progress under one of the other methods of instruction being used this year?"

	Main Course			
Responses	Normal	Biblio.	Kine.	Total
Normal	14	11	9	34
Bibliography	0	1	0	1
Kinescope	0	0	5	5
No response	2			2
	16	12	14	42

	Accelerated Course		
Responses	Normal	Bibliography	Total
Normal	2	3	5
Bibliography	0	1	1
No response	2		2
	4	4	8

Another interesting fact to be noted in Table 20 is that the instructors of the Accelerated Course appear no more favorable to the Bibliography method than Main Course instructors. The ability differences of the students in these groups appeared to have little effect on the responses of their instructors. Again, it should be pointed out that these samples of instructors, particularly for the Accelerated group, are too small to permit reliable generalizations.

The primary reason given by instructors for preferring the normal method of instruction was that this method provided the most time for discussion. Many noted that the other methods made it difficult to adjust to the individual needs of students because of lack of time. A number also felt that the bibliography method placed too much responsibility on freshmen students, or that freshmen could not apply what they read. A few noted that the normal method also permitted the greatest flexibility.

On the other hand, standardization of lectures was cited by some as an advantage of the kinescope method. A few also indicated that they felt inadequate in certain aspects of the course and thought that "experts" could have covered the material better.

Relationships Between Attitudes Toward Communication and Skills and Knowledge of Communication

When the gain scores on achievement[2] were utilized as the criteria to be correlated with attitude toward

[2] Gain scores were obtained by subtracting each pretest score from the corresponding post-test score.

communication,[1] little relationship was found. Product moment coefficients of correlation are shown in Table 21 for the Main Course students.

TABLE 21

Correlations Between Pre-attitude Score and Achievement Gain in Main Course

Attitude correlated with	*r*
Principles	.01
English Composition	.02
Vocabulary	.00
Reading	—.06
Speech	—.12 (Sig.)
Theme	.01
Listening	—.02

$r = .10$ significant with 424 df.

Comparable correlation coefficients for the Accelerated Course students are shown in Table 22.

TABLE 22

Correlations Between Pre-attitude Score and Achievement Gain in Accelerated Course

Attitude correlated with	*r*
Principles	.02
English Composition	.08
Vocabulary	.19 (Sig.)
Reading	.01
Speech	.02
Theme	.07
Listening	.00

$r = .17$ significant with 136 df.

It is obvious that the statistically significant correlations which were obtained were so low as to be of little practical significance. It is also possible these two significant correlations could have occurred by chance when this many correlations were being run.

When the attitude measures were correlated with academic ability, there appeared to be a slight relationship though, again, one of little practical significance. The correlation between these measures for the Main Course students was .18 (significant with 424 df) while the correlation for the Accelerated Course students was .16 (not significant with 136 df).

Relationships Among the Skills and Knowledge of Communication

Correlations were run between each of the post-examination achievement scores for the Accelerated students in order to assess the relationships among these skills and knowledge. These are shown in Table 23.

As Table 23 shows, most of the correlations were statistically significant but quite low. The largest correlations were between English composition and listening, vocabulary and reading comprehension, English composition and reading comprehension, and between listening and reading comprehension. Of special interest are the correlations between the principles measures and each of the measures of communication skills since the principles of communication are taught because it is believed that knowledge of these principles aids the student in improving his skill. All four of these correlations were quite low and the correlation between speech and the principles examination was not significant.

TABLE 23

Correlations Among Post-achievement Measures for Accelerated Group.

		r
Principles and	Reading	.26 (Sig.)
	Speech	.12
	Theme	.19 (Sig.)
	Listening	.20 (Sig.)
English Comp. and	Reading	.33 (Sig.)
	Speech	.22 (Sig.)
	Theme	.17 (Sig.)
	Listening	.42 (Sig.)
Vocabulary and	Reading	.38 (Sig.)
	Speech	.10
	Theme	.26 (Sig.)
	Listening	.23 (Sig.)
Speech and	Reading	.11
	Theme	.15 (Sig.)
	Listening	.01
Theme and	Reading	.26 (Sig.)
	Listening	.15 (Sig.)
Listening and	Reading	.28 (Sig.)

$r = .15$ significant with 174 df.

Also of special interest are the correlations among the various communication skills. Again, all were low; four of the six were statistically significant.

Relationships Between Self-Attitudes and Achievement

No relationship was found between any of the factors derived from the "Who Am I" test and the grade earned in Communication Skills. Factors analyzed by x^2 tests were salience of student references (how early in the list of 20 statements a respondent noted his student role), direction of student references (whether these references were positive or negative), number of student references, number of communication references, and salience of student references.

No relationship was found between whether a student thought Communication Skills was important (when he was asked to check the two undergraduate course areas which he felt were most important and the two which were least important) and his grade in Communication Skills.

Among the Main Course students, a positive relationship was found between the grade in Communication

[1] This attitude was measured by 28 multiple-choice items in which the student indicated how important various skills of communication are in different situations.

Skills and the way in which a respondent rated himself as a student and in intelligence. These ratings were made prior to the student's entry in the University. These relationships can be seen in Tables 24 and 25.

TABLE 24

Relationship Between Course Grade and Self-rating as a Student by Main Course Students[1]

	Grade				
Rating	A	B	C	D	Total
Better than average	7	41	31	5	84
Average	4	84	192	48	328
Poorer than average			9	4	13
	11	125	232	57	425

$x^2 = 31.01$; df = 2.

A and B columns and average and poorer than average rows were collapsed to obtain large enough cell *n's* for the x^2. This was also done in succeeding tables where theoretical cell frequencies tended to fall below 10.

TABLE 25

Relationship Between Course Grade and Self-rating in Intelligence by Main Course Students

	Grade				
Rating	A	B	C	D	Total
Better than average	6	42	55	11	114
Average	5	83	174	45	307
Poorer than average			3	1	4
	11	125	232	57	425

$x^2 = 7.73$; df = 2.

With the Accelerated Course students, a significant relationship was found between course grade and self-rating as a student but not between course grade and self-rating in intelligence.

These results are shown in Tables 26 and 27.

TABLE 26

Relationship Between Course Grade and Self-rating as a Student by Accelerated Course Students

	Grade			
Rating	A	B	C	Total
Better than average	16	42	19	77
Average or below	4	25	22	51
	20	67	41	128

$x^2 = 6.82$; df = 2.

TABLE 27

Relationship Between Course Grade and Self-rating in Intelligence by Accelerated Course Students

	Grade			
Rating	A	B	C	Total
Better than average	15	41	26	82
Average or below	5	26	15	46
	20	67	41	128

$x^2 = 1.28$; df = 2.

[1] Students flunking the course were deleted from these analyses because students who had dropped the course without formal approval were confounded with those who "earned" their F's.

Students who rated themselves as "better than average" speakers on the test of "Educational Attitudes" taken upon entering the University did significantly better on the speech pretest than students who rated themselves "poorer than average." The mean speech scores of students in the Main Course and Accelerated Course who rated themselves differently can be seen in Table 28.

TABLE 28

Mean Pretest Speech Scores of Students Rating Selves Differently "as a speaker"

Self-rating	*Main Course*	*Accelerated Course*
Above average	42.42	46.28
Average	38.74	44.32
Poorer than average	34.54	41.07
F	40.57	3.47
df	2/423	2/135

Comparable results were obtained for the Main Course students on the relationship between pretest theme score and self-rating on writing ability. A significant relationship was not found on these measures for the Accelerated Course students. These results are seen in Table 29.

TABLE 29

Mean Pretest Theme Scores of Students Rating Selves Differently "as a writer"

Self-rating	*Main Course*	*Accelerated Course*
Above average	22.04	24.96
Average	20.72	24.18
Poorer than average	19.15	24.60
F	12.66	1
df	2/423	

Both Main Course students and Accelerated students appeared able to rate their reading ability fairly well. Significant differences in pretest reading comprehension scores were found between students who rated themselves differently. These results are cited in Table 30.

TABLE 30

Mean Pretest Reading Comprehension Scores of Students Rating Selves Differently "as a reader"

Self-rating	*Main Course*	*Accelerated Course*
Above average	48.17	57.56
Average	43.11	54.81
Poorer than average	41.44	48.40
F	15.84	5.02
df	2/423	2/135

The results on self-rating as a listener were comparable to those for writing; significant differences for the Main Course students, not for the Accelerated students. These results are shown in Table 31.

TABLE 31

Mean Pretest Listening Scores of Students Rating Selves Differently "as a listener"

Self-rating	*Main Course*	*Accelerated Course*
Above average	54.01	58.86
Average	51.85	59.02
Poorer than average	48.86	59.00
F	6.75	<1
df	2/423	

Relationship Between Academic Ability and Skills and Knowledge of Communication

Little relationship was found for the Accelerated Course students between the Entrance Composite Percentile Rank of each student and his score on each of the pretests and post-tests used in this study. These correlations are shown in Table 32.

TABLE 32

Correlations Between Entrance Composite Percentile Rank and Communication Skill or Knowledge

Entrance Composite and	*r*
Principles pretest	.26 (Sig.)
English pretest	.51 (Sig.)
Vocabulary pretest	.55 (Sig.)
Reading pretest	.63 (Sig.)
Speech pretest	—.20 (Sig.)
Theme pretest	—.03
Listening pretest	.37 (Sig.)
Principles post-test	.13
English post-test	.47 (Sig.)
Vocabulary post-test	.48 (Sig.)
Reading post-test	.52 (Sig.)
Speech post-test	.01
Theme post-test	.24 (Sig.)
Listening post-test	.40 (Sig.)

As Table 32 shows, most of the correlations were statistically significant but low. The largest correlations were between the Entrance Composite and the English Composition, Vocabulary, and Reading Comprehension examinations. These high correlations are expected, however, since these measures and the Composite score are not independent; the Entrance Composite for each student is based upon these three measures plus a measure of mathematical ability. Of the independent measures, the Listening scores, both pre- and post-, showed the highest correlation with general academic ability as measured by the Entrance Composite Percentile Rank.

Discussion of Results

If a difference between the results of these methods of instruction exists, it should have appeared in the outcome of the principles examination. Probably the major difference between the three methods was the way in which the material represented by this examination was presented. Whether differences would show up on other examinations should depend upon the relationship of the lecture content to the skills or achievement tested by the other examinations. The correlations cited in Table 23 would seem to indicate that this relationship is negligible. That little difference in retention of the principles of communication resulted from the three methods of instruction is quite clear. Not only is this borne out by insignificant differences in the statistical analyses, but also by an examination of the mean scores on this test by each of the groups. These are shown in Tables 2 and 8. None of the group means differed by as much as a point and they did not differ in the same way in the Accelerated and Main course data. For the former, the highest mean was obtained by the Normal method, for the latter the highest mean was obtained by the Kinescope method and the lowest by the Normal method. It would thus appear that the lack of significant differences was due to more than simply unreliability of the measuring instrument or large within-methods differences.

In assessing these results, it is important to keep in mind that this was the first time that this department had attempted to teach to this extent by the Bibliography method or to any extent by the Kinescope method. Teaching had been by variations of the so-called Normal method for many years. There is little question that instruction by these two experimental methods will improve with experience. Those involved in the course seemed unanimous in their opinion that improvement was seen even between the first and second semesters. In an attempt to anticipate the possible demands of large numbers of students for copies of the collateral readings in the University Library, the bibliographies for the first semester were too long and contained many sources which duplicated each other. This proved frustrating to the students in their attempts to select material to read. The bibliography was more selective and better organized during the second semester and seemed better suited to the needs of the students and the course. The same could be said for the kinescopes. At the beginning of the experiment, those responsible for planning and producing the kinescopes and bibliographies were operating in good part by hunch. It would also seem probable that the independent type of learning necessitated by the Bibliography method is an abrupt change from the usual high school experiences. One might therefore predict that this method could be even more successful for upper level courses than for those at the freshman level.

Other problems which arose, which can be dealt with in the future, were the problems of kinescope projection and of motivating students to read the supplementary references in the bibliographies. It was found

that many instructors had trouble running sixteen millimeter motion picture projectors.

For these reasons, the results, especially for the Bibliography sections, are all the more meaningful. If approximately equal achievement can be secured by these methods under these conditions, there can be little doubt of their potential for use in teaching communication skills. Not only did the Bibliography method result in achievement which was comparable, but it did it with one-quarter less instructor class time and one-quarter saving in classroom space.

It was not surprising to find that instructors seemed to make a difference in the achievement of students. It is interesting to note that this phenomenon did not seem important with the Accelerated students who, in general, were the students of greater academic ability. Further tests on the data from this experiment are being planned to determine whether certain variables related to instructor background affect student achievement. For example, tests will be made to see whether students gain greater skill and knowledge from instructors with more teaching experience. Tests will also be made to see whether the students of those instructors with speech backgrounds do better in speech while students of instructors with literature or English backgrounds do better in writing.

An extremely important problem, and one for which some information was sought in this study, is the problem of determining the correlates of communication ability and, more important, the correlates of improvement in the skills of communication. This information should provide fruitful approaches toward more effective instruction in this area, rather than simply more efficient instruction. The most difficult of the skills to pin down in this way, speech, will serve as an illustration. Tables 4 and 10 indicate that there is little relationship between general academic ability and skill in speech until one goes down to the lowest level of academic ability, at which time skill in speaking seems to drop sharply. Among the better students, those in the Accelerated Course, a negative correlation was found between general academic ability and speaking ability at the end of a semester of Communication Skills. Essentially no correlation was found between attitude toward communication and gain in speaking ability in the Communication Skills course. The only fairly consistent relationship found was between confidence in speaking ability and skill in speaking. However, the direction of the causal relationship here, if one exists, is difficult to ascertain.

Conclusions

Within the limitations of this study, one may retain the hypothesis that students can retain the principles of communication and acquire greater skill in speaking, writing, reading, and listening equally well from each of the methods of instruction tested in this experiment. Because it permits the saving of classroom space and instructor time in class, the Bibliography method of instruction would appear to be the most efficient means of instruction, while at the same time being at least as effective as the other methods.

Students of varying academic ability do not seem to be differentially affected by the method of instruction. For most aspects of communication knowledge and skill, except speech, students of greater general academic ability tend to do better than students of lesser ability. At each level, however, different methods of instruction do not seem to have different effects.

The hypothesis that the attitude of students toward communication is affected in the same way by each of the methods of instruction may be retained. However, the hypothesis must be rejected that attitudes of students towards these methods of instruction are affected equally by each method. Though students, in general, seem to prefer the Normal method of instruction, experience with either of the other methods tends to make them much more favorable to the method which they have experienced.

If it is important in an institution that instructors favor the method by which instruction is to be carried out, Bibliography method of teaching communication skills will undoubtedly have a difficult time being adopted. The Kinescope method would have somewhat less trouble. The choice, however, would probably be the Normal method. Teachers feel that additional class time is needed for discussion. They apparently have little faith in the ability of freshmen students to read, evaluate, and retain written material.

The skills of communication appear to have only slight relationship to each other, to knowledge of the principles of communication, to general academic ability, or to attitudes toward communication.

Appendix A

COMMUNICATION SKILLS CLASSES
Main Course (First Half)
10:1
First Semester, 1957-58

The following table shows the 10:1 classes as they were organized with the enrollment in each class at midterm of the first semester.

Treatment Group	*Section No.*	*Instructor*	*Enrollment* (At midterm)
		7:30-8:20 a.m.	
A-Reg.	101	Eric LaGuardia	26
B-Bib.	102	Robert Bostrom	24
C-Kine.	103	Walter Fisher	24
A-Reg.	104	Charles Metten	23
B-Bib.	105	Ross Gearhart	21
C-Kine.	106	Donald McCaffrey	24
A-Reg.	107	Charles Walston	24
B-Bib.	108	Robert Jacobs	23
C-Kine.	109	William Holmes	21
A-Reg.	110	Harold Wise	24
B-Bib.	111	Ted Weissbuch	21
C-Kine.	112	Floyd Horowitz	24
			279
		8:30-9:20 a.m.	
C-Kine.	201	Philip Schreiner	21
B-Bib.	202	Deborah Trissel	22
A-Reg.	203	James Severns	20
C-Kine.	204	Donald McCaffrey	19
B-Bib.	205	Janet Norberg	21
A-Reg.	206	George Goodrich	23
C-Kine.	207	William Holmes	24
B-Bib.	208	Robert Jacobs	23
A-Reg.	209	Charles Walston	24
C-Kine.	210	Richard Schechner	21
B-Bib.	211	Ted Weissbuch	24
A-Reg.	212	Barbara Baird Rees	22
A-Reg.	213	Eric LaGuardia	24
			288
		11:30 a.m.-12:30 p.m.	
A-Reg.	301	Paul Mattox	26
B-Bib.	302	Ruth Farstrup	23
C-Kine.	303	Robert W. Evans	21
A-Reg.	304	George Goodrich	22
B-Bib.	305	Luster E. Hauth	22
C-Kine.	306	Z. Brent Fry	22
A-Reg.	307	Barbara Baird Rees	22
B-Bib.	308	Richard Bankowsky	22
C-Kine.	309	Richard Schechner	24
C-Kine.	310	Louis Vaczek	18
A-Reg.	311	S. G. Thornberry	23
			245

Treatment Group	*Section No.*	*Instructor*	*Enrollment* (At midterm)	
		12:30-1:20 p.m.		
C-Kine.	401	Fred L. Sederholm	21	
B-Bib.	402	James Buechler	29	
A-Reg.	403	James Severns	22	
C-Kine.	404	Walter Fisher	24	
B-Bib.	405	Donald Polzin	25	
A-Reg.	406	Charles Metten	22	
C-Kine.	407	Donald McCaffrey	24	
B-Bib.	408	Bruce Stillians	22	
A-Reg.	409	Robert Kroetsch	23	
C-Kine.	410	Eloise Snavely	21	
B-Bib.	411	Cleo Martin	25	
A-Reg.	412	Ted J. Barnes	23	
				281
		2:30-3:20 p.m.		
C-Kine.	501	Howard Malpas	22	
B-Bib.	502	Donald Polzin	18	
A-Reg.	503	Thaddeus Torp	23	
C-Kine.	504	Harry Crosby	20	
B-Bib.	505	James Buechler	18	
A-Reg.	506	Jean Kern	20	
C-Kine.	507	Dennis Jones	20	
B-Bib.	508	John Huntley	19	
A-Reg.	509	John Clendenning	20	
C-Kine.	510	Morton L. Ross	22	
B-Bib.	511	Bruce Stillians	20	
				222
		3:30-4:20 p.m.		
A-Reg.	601	Jean Kern	22	
B-Bib.	602	Obra Quave	19	
C-Kine.	603	Howard Malpas	24	
A-Reg.	604	Robert Woerner	19	
				84
		Total 10:1 enrollment		1399

COMMUNICATION SKILLS CLASSES
Main Course (Second Half)
10:2
Second Semester, 1957-58

The following table shows the 10:2 classes as they were organized, with the enrollment in each class at midterm of the second semester.

Treatment Group	*Section No.*	*Instructor*	*Enrollment* (At midterm)
		7:30-8:20 a.m.	
A-Reg.	101	Dennis Flood	19
B-Bib.	102	Robert Bostrom	17
C-Kine.	103	Walter Fisher	19
A-Reg.	104	Charles Metten	19

Treatment Group	*Section No.*	*Instructor*	*Enrollment* (At midterm)
B-Bib.	105	Ross Gearhart	17
C-Kine.	106	Donald McCaffrey	19
A-Reg.	107	Charles Walston	19
B-Bib.	108	Robert Jacobs	19
C-Kine.	109	William Holmes	19
A-Reg.	110	Harold Wise	20
B-Bib.	111	Ted Weissbuch	16
C-Kine.	112	Floyd Horowitz	17
			220
		8:30-9:20 a.m.	
C-Kine.	201	Philip Schreiner	21
B-Bib.	202	T. S. Holland	19
A-Reg.	203	James Severns	18
C-Kine.	204	Donald McCaffrey	17
B-Bib.	205	Janet Norberg	19
A-Reg.	206	George Goodrich	17
C-Kine.	207	William Holmes	21
B-Bib.	208	Martha Grimes	19
A-Reg.	209	Charles Walston	20
C-Kine.	210	Z. Brent Fry	16
B-Bib.	211	Ted Weissbuch	19
A-Reg.	212	Perry W. Patterson	19
A-Reg.	213	Dennis Flood	17
			242
		11:30 a.m.-12:20 p.m.	
A-Reg.	301	Paul Mattox	21
B-Bib.	302	Ruth Farstrup	20
C-Kine.	303	Robert W. Evans	22
A-Reg.	304	George D. Goodrich	23
B-Bib.	305	Luster E. Hauth	19
C-Kine.	306	Z. Brent Fry	20
A-Reg.	307	Dennis Flood	22
B-Bib.	308	Richard Bankowsky	17
C-Kine.	309	Richard Schechner	22
C-Kine.	310	Richard Braddock	22
A-Reg.	311	S. G. Thornberry	22
			230
		12:30-1:20 p.m.	
C-Kine.	401	Fred L. Sederholm	20
B-Bib.	402	James Buechler	23
A-Reg.	403	Perry Patterson	19
C-Kine.	404	Walter Fisher	22
B-Bib.	405	Donald Polzin	21
A-Reg.	406	Charles Metten	20
C-Kine.	407	Donald McCaffrey	21
B-Bib.	408	Alberta Kelly	23
A-Reg.	409	Robert Kroetsch	21
C-Kine.	410	Eloise Snavely	23
B-Bib.	411	Cleo Martin	20
A-Reg.	412	Ted Barnes	17
			250

Treatment Group	*Section No.*	*Instructor*	*Enrollment* (At midterm)	
		2:30-3:20 p.m.		
C-Kine.	501	O. C. Foster	14	
B-Bib.	502	Rayburn Miller	14	
A-Reg.	503	Thaddeus Torp	19	
C-Kine.	504	Harry Crosby	14	
B-Bib.	505	James Buechler	13	
A-Reg.	506	Howard Erlichman	11	
C-Kine.	507	Shirley Conroy	13	
B-Bib.	508	John Huntley	13	
A-Reg.	509	John Clendenning	13	
				124
		3:30-4:20 p.m.		
A-Reg.	601	Curt Dornberg	11	
B-Bib.	602	Obra Quave	11	
C-Kine.	603	Dennis Jones	13	
				35
			Total 10:2 enrollment	1101

COMMUNICATION SKILLS CLASSES
Accelerated Course 10:3
First Semester 1957-1958

The following table shows the 10:3 classes as they were organized during the first semester with the enrollment in each class at midterm of the semester.

Treatment Group	*Section No.*	*Instructor*	*Enrollment* (At midterm)	
		7:30-8:20 a.m.		
A-Reg.	101	Perry Patterson	22	
B-Bib.	102	T. S. Holland	19	
A-Reg.	103	Dennis Flood	24	
B-Bib.	104	Bruce Stillians	20	
				85
		8:30-9:20 a.m.		
A-Reg.	201	Perry Patterson	18	
B-Bib.	202	Richard Braddock	22	
A-Reg.	203	Martha Grimes	15	
B-Bib.	204	Cleo Martin	18	
A-Reg.	205	Dominick Consolo	19	
				92
		11:30 a.m.-12:20 p.m.		
B-Bib.	301	T. S. Holland	22	
A-Reg.	302	Perry Patterson	24	
B-Bib.	303	Dennis Flood	23	
				69
		12:30-1:20 p.m.		
A-Reg.	401	Lila Freedman	25	
B-Bib.	402	T. S. Holland	20	
				45
		2:30-3:20 p.m.		
A-Reg.	501	Martha Grimes	23	
				23
			Total 10:3 enrollment	314

Appendix B

Excerpt from the Main Course (10:1) Kinescope (Group C) Syllabus

UNIT II. PURPOSE (Three Weeks)

FIFTH WEEK

*Tuesday, October 29**

WP, "Introduction," Ch. 1, pp. 3-14. Review this important material.

Kinescope #5: "Concepts of Purpose"

Wednesday, October 30

Reading Exercise #5:

FP, the "Fort Laramie" articles, pp. 171-176. Note that they illustrate three different purposes in handling the same subject.

RFP, prepare exercises pp. 19-20. Exclude questions on "Comparing the Selections."

Bring FP and RFP to class for a discussion of "purpose" and Reading Exercise #5.

Thursday, October 31

Writing Assignment #5:

Hand in two short (200-250 words each) autobiographical themes, each with a different purpose. One will contain information pertinent to one person and audience; the other will be directed to another audience for another purpose. Examples: An autobiography for a prospective employer, presenting your interest, experience, and qualifications for a specific position. A statement to a Draft Board giving your case and qualifications for deferment. A statement to an admissions counsellor about your preparation for and interest in attending college or a particular college or university. A response to a request from someone who has asked about your experience in and attitudes toward a particular organization or group of which you are a member to help him (her) make up his (her) mind about joining or responding to this organization in some way. Be sure that each theme has a brief introduction, a clear thesis, a clearly discernible body, and a conclusion. Supply plenty of details. Try to get a little "flare" into your theme by citing some interesting and amusing incidents.

Reading Exercise #6:

Bring FP and RFP to class.

Friday, November 1

EGS, "Bodily Action and Visual Aids for Speeches." Ch. 10, pp. 118-124.

Kinescope #6: "Bodily Action."

SIXTH WEEK

Tuesday and Wednesday, November 5 and 6

Speech Assignment #4:

Present a four-minute speech based on a diagram which you develop on the blackboard as you talk. Hand in an outline for your speech. For hints and helps on using diagrams in speeches, in addition to ESSENTIALS OF GENERAL SPEECH, Ch. 10, see Bryant and Wallace, FUNDAMENTALS OF PUBLIC SPEAKING (Second Edition), Ch. 11, or Bryant and Wallace, ORAL COMMUNICATION (Second Edition), Ch. 8.

Many topics are adaptable to diagrammatic development. Suggestions are:

Merchandising techniques in the layout of supermarkets or other stores.

How radar works.

Handling traffic at busy airports.

Contour farming.

Soil bank in operation on a farm.

Deployment of forces in battle.

Scientific principles, such as the principle of levers, expansion of gases, principles of flight.

Geological principles and phenomena—erosion, geysers, earthquakes.

Economic principles and activity—inflation, depressions, expansion of new industries, decline of outmoded industries.

Growing school population.

Etc.

Purposes of this assignment are to:

Develop constructive bodily action in speaking.

Facilitate adjustment by sublimating tension through the use of action in speaking.

Develop an awareness of the need of keeping contact with the audience.

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* The textbooks used in the course are designated in assignments by the following initials:

EGS . . Baird, A. Craig and Franklin H. Knower, *Essentials of General Speech*. New York: McGraw-Hill Book Co., 1952.

FP . . Blair, Walter and John Gerber. *Factual Prose* (Third Edition). Chicago: Scott, Foresman and Co., 1955.

RFP . . Garner, W. L., D. G. Pugh, D. E. Wylder. *Reading Factual Prose*. Chicago: Scott, Foresman and Co., 1955.

WP . . McCrimmon, James M. *Writing With A Purpose* (Second Edition) Cambridge, Mass.: Houghton Mifflin Co., 1957.

Improve ability to present a well-organized speech.

Listening Assignment #6:

You will be assigned or draw the name of one of your classmates. It will be your responsibility to write a criticism of his (her) speech, commenting particularly on his (her) use of visual aids, bodily action, audience contact, organization of ideas.

Reading Exercise #7:

On the days you are not speaking: WP, "The Essay-Type Examination," Ch. 12, pp. 249-256. Apply the SQ3R study method to your examination of this chapter. Hand in a list of the questions you phrased as the "Question" part of the study procedure, (see FP, pp. 8-9, for suggestions). Also, write out an answer to *one* of the questions which you formulate.

Thursday, November 7

Bring FP and RFP to class.

Reading Exercise #8:

Discussion of problems in writing essay-type examinations.

Friday, November 8

Midterm essay-type examination over all material from texts, films, and class instruction.

Suggested method of preparation: Prepare a series of questions covering all the material. Try to phrase the questions in the way you think the instructor will phrase them. Work out detailed answers to the questions and learn them. You may not hit the exact questions of the test, but the verbalization and learning required by this method will give you a body of material which will be usable for any questions you encounter.

This midterm will be graded as Reading Exercise #9 to see how well you acquired the necessary information, and as Writing Assignment #6 to see how well you are able to express your knowledge.

SEVENTH WEEK

Tuesday, November 12

WP, "Paragraphs: Compositions in Miniature," Ch. 6, pp. 98-129.

FP, "Studying Paragraphs and Divisions," pp. 432-433. (Review this material.)

Kinescope #7: "Paragraphing."

Wednesday, November 13

Writing Assignment #7:

Bring a theme booklet to class for writing a midterm theme.

Thursday, November 14

FP, "Even A.B.'s Must Eat," pp. 199-203. Be prepared to point out all the topic sentences, transitions between and within paragraphs, and different types of development.

RFP, Work exercise on p. 24 for your own edification; you will not be required to hand it in.

Reading Exercise #10:

Bring FP and RFP to class.

Friday, November 15

Writing Assignment #8:

Prepare a 400-500 word theme which explains a process—how to do something that you know how to do well. Avoid a subject like "How to Polish Shoes" or "How to Tie a Bow Tie," which are so simple that they insult the intelligence of your reader. Select a subject you know very well. Your own experience can provide you with a topic which is significant, though familiar to you. If you have lived on a farm, perhaps you can explain how to stretch barbed wire. If you have worked on a construction crew, perhaps you can tell how to run up a course of bricks. If you have been in the service, perhaps you can tell how to sight a 105 mm gun. If you have entered cooking contests in 4H work, tell how canned foods are judged.

Indicate in the margins of your paper (lightly, in pencil) where your introduction ends and t[illegible]dy begins. Underline the purpose statement. D[illegible]ide the process into two, three, or four major steps and make a transition from one to another. Put these transitional elements in brackets. (If you type, use [].) Be sure to turn in your outline and rough draft. Proofread carefully to remove all misspelling and punctuation trouble.

Reading Exercise #11:

Bring FP and RFP to class.

Excerpt from the Main Course (10:2) Bibliography (Group B) Syllabus

COMMUNICATION SKILLS PROGRAM
10:2—Bibliography Classes

UNIT I: LANGUAGE, VOICE, ARTICULATION AND PRONUNCIATION.

- Sec. A: Language and Meaning
- Sec. B: Voice in Communication
- Sec. C: Development of Language
- Sec. D: Articulation and Pronunciation

Sec. E: Making Language Appropriate and Effective

UNIT II: REASONING, ARGUMENT, ADVOCACY.

Sec. F: Mass Media
Sec. G: Obstructions to Critical Listening and Reading
Sec. H: The Argumentative Situation
Sec. I: Evidence, the Foundation of Reasoning
Sec. J: Processes of Reasoning
Sec. K: Discussion, Its Basis and Forms
Sec. L: Advocacy, Its Basis and Forms
Sec. M: Common Fallacies

UNIT III: CRITICISM AND EVALUATION.

Sec. N: Communication Which Evaluates and Criticizes

UNIT IV: REVIEW AND TESTING.

COMMUNICATION SKILLS PROGRAM

Assignments
For
10:2 Bibliography Classes

Assignments are due on the dates indicated.

Wednesday, February 12

Organization of classes. Assignments immediately ahead will be discussed, including use of DG.

With one exception, textbooks are the same as for 10:1; abbreviated in assignments as indicated:

Baird and Knower, ESSENTIALS OF GENERAL SPEECH ..... EGS
Braddock, THE UNIVERSITY SELF-TEACHING DICTIONARY GUIDE ..... DG
McCrimmon, WRITING WITH A PURPOSE (Second Edition) ..... WP
Blair and Gerber, FACTUAL PROSE (Third Edition) ..... FP
Garner, Pugh, and Wylder, READING FACTUAL PROSE ..... RFP

One of the following dicitionaries:

THE AMERICAN COLLEGE DICTIONARY
WEBSTER'S NEW COLLEGIATE DICTIONARY
WEBSTER'S NEW WORLD DICTIONARY

One packet of each of the following, available at Campus Stores:

Speech Rating Blanks

Theme Booklets (If you plan to type your themes get unlined booklets; if you plan to write them out in longhand, get lined booklets.)

UNIT I: LANGUAGE, VOICE, ARTICULATION AND PRONUNCIATION

Section A: Language and Meaning

WP, "Right Words," Chap. 8, pp. 156-166, 181-186; "Using a Dictionary," Chap. 9; "Improving Vocabulary," Chap. 10.
FP, "They Talk Past Each Other," pp. 214-222.
EGS, "Language," Chap. 6, pp. 60-62.

Anderson, Wallace L., "Structural Linguistics: Some Implications and Applications," ENGLISH JOURNAL, 46 (October, 1957) 410-418.

Barnard, Raymond H., "General Semantics and the Controversial Phases of Speech," QUARTERLY JOURNAL OF SPEECH, 26 (December, 1940) 602-606.

Bloomfield, Leonard. LANGUAGE. New York: Henry Holt and Co., 1933, "The Study of Language," Chap. 1.

Bloomfield, Leonard, "Literate and Illiterate Speech," AMERICAN SPEECH, 2 (1927), 432-439.

Goldberg, Isaac. THE WONDER OF WORDS. New York: Appleton-Century-Crofts, 1938, Chap. 15.

Goldberg, Maxwell H., "On Rereading Language in Action," QUARTERLY JOURNAL OF SPEECH, 32 (April, 1946) 184-189.

Gray, Giles Wilkeson and Claude M. Wise. THE BASES OF SPEECH. New York: Harper and Bros., 1946, "The Semantic Basis of Speech," Chap. 9.

Hayakawa, S. I. LANGUAGE IN THOUGHT AND ACTION. New York: Harcourt, Brace and Co., 1949, "A Semantic Parable," pp. 1-7; "Language and Survival," Chap. 1; "Symbols," Chap. 2; "The Language of Reports," Chap. 3; "Contexts," Chap. 4.

Hayakawa, S. I., "The Great Snafu," in Barnhart, Thearle A. VIEWPOINTS: READINGS FOR ANALYSIS. New York: Prentice-Hall, 1954, Section II, pp. 88-103.

Jennings, Charles B., Nancy King, and Marjorie Stevenson. WEIGH THE WORD. New York: Harper and Bros., 1957, the following section: Anatol Rapaport, "What Is Semantics," pp.118-133.

Johnson, Jotham, "Changing American Language," SCIENTIFIC AMERICAN, 193 (August, 1955) 78-83; (October, 1955) 2+.

Johnson, Wendell. PEOPLE IN QUANDRIES. New York: Harper and Bros., 1946, "The World of Not-Words," Chap. 5; "The World of Words," Chap. 6; "The Process of Abstracting," Chap. 7; "Three Basic Notions," Chap. 8.

Kenyon, John S., "Cultural Levels and Functional Varieties of English," COLLEGE ENGLISH, 10 (October, 1948) 31-36.

Kenyon, John S., "Levels of Speech and Colloquial English," ENGLISH JOURNAL, 37 (January, 1948) 25-31.

Laird, Charlton. THE MIRACLE OF LANGUAGE. New York: World Publishing Co., 1953, "The Miracle of the Desart," Chap. 1.

Lee, Irving J., "General Semantics, 1952," QUARTERLY JOURNAL OF SPEECH, 38 (February, 1952) 1-12.

Lee, Irving J. HOW TO TALK WITH PEOPLE. New York: Harper and Bros., 1952, "They Talk Past Each Other," Chap. 2.

Lloyd, Donald J. and Harry R. Warfel. AMERICAN ENGLISH IN ITS CULTURAL SETTING. New York: Alfred A. Knopf, 1956, "The Speech Community," Chap. 3.

Schlauch, Margaret. THE GIFT OF TONGUES. London: George Allen and Unwin, 1949, "Language as Communication," pp. 1-17.

Friday, February 14

Reading Exercise #1:

Bring DG and your dictionary to class. Exercises in DG wil be checked.

Section B: Voice in Communication

EGS, "Voice," Chap. 8; "Oral Reading," Chap. 16.

Anderson, Virgil. TRAINING THE SPEAKING VOICE. New York: Oxford University Press, 1942, Chaps. 1, 6, 7.

Brigance, Norwood W. YOUR EVERYDAY SPEECH. New York: McGraw-Hill Book Co., 1937, Chaps. 1, 2, 6.

Fairbanks, Grant and Wibert Pronovost, "An Experimental Study of the Pitch Characteristics of the Voice During the Expression of Emotions," SPEECH MONOGRAPHS, 6 (1939) 87-104.

Gillman, Wilbur E., Bower Aly, and Loren D. Reid. THE FUNDAMENTALS OF SPEAKING. New York: Macmillan, 1951, Chap. 10.

Monroe, Alan H. PRINCIPLES AND TYPES OF SPEECH (Rev. Ed.). Chicago: Scott Foresman and Co., 1939, "Improving the Voice," Chap. 3; "Developing Vocal Variety," Chap. 4.

Oliver, Robert T., Dallas C. Dickey and Harold P. Zelko. ESSENTIALS OF COMMUNICATIVE SPEECH. New York: Dryden Press, 1949, "Effective Use of Voice," pp. 131-140.

Pear, Tom H. THE PSYCHOLOGY OF EFFECTIVE SPEAKING. London: Paul, K., Trench, Trubner and Co., Ltd., 1933, Chap. 14.

Pronovost, Wilbert, "An Experimental Study of Methods for Determining Natural and Habitual Pitch," SPEECH MONOGRAPHS, 9 (1942) 111-123.

Thonssen, Lester and Howard Gilkinson. BASIC TRAINING IN SPEECH. Boston: D. C. Heath and Co., 1947, "Audible Symbols of Speech," Chap. 6.

Tuesday, Wednesday, Friday, February 18, 19, 21

Speech Assignment #1:

This assignment emphasizes two aspects of communication through speech: (1) the relationship of language to meaning; (2) the use of voice in the communication of meaning. Prepare four minutes of material to be presented to the class from manuscript or the text. Divide the material into two contrasting types: one which presents objective, carefully defined meaning, the other which appeals more to the emotions, senses, and feelings. For example, one might select an interesting, scientific description of some aspect of the growth of trees for one selection; for the second read Robert Frost's "Birches." The two selections need not be about the same subject; one need not be poetry. Introduce your selections, giving the background and mood of each, so that your listeners will be receptive to your presentation. Select material which is worthwhile and interesting to you and your audience. Memorization is not advised, but you should practice your selections to the point where you can read fluently, with vocal variety and inflections that reflect the logical and emotional meanings in them, and with good eye contact and directness. Constructive bodily action, gestures are appropriate in your delivery. Concentrate on the effective use of your voice in the communication of the full meaning of the passages you present.

Some suggestions about material for reading:

As examples of interesting expository material see:

Irving Lee, "They Talk Past Each Other," FACTUAL PROSE, pp. 214-222.

W. Somerset Maugham, "Three Aims for Writers," FACTUAL PROSE, pp. 222-233.

Fred P. Thieme, "500,000 Years From Now What Will We Look Like," FACTUAL PROSE, pp. 121-123.

General sources of selections for reading aloud:

Oral interpretation books.
VITAL SPEECHES
Speech textbooks.
Current periodicals and newspapers.
Anthologies of poetry and prose.

Listening Assignment #1:

In terms of the criteria for judging voice in speech presented in the readings, criticize a speaker whose name you draw or are given by your instructor. After checking it, your instructor will give your criticism to the speaker you criticized. Criticism in this assignment should be interpreted as both favorable and unfavorable comment. Due Tuesday, Feburary 25.

Writing Assignment #1:

(Due on a day you are not scheduled to speak.) Write an expository theme approximately 400 words in length in which you define an abstract word or phrase from the viewpoint of dictionary references *and* from your own personal experience. The word must be chosen from the following four categories:

Higher Education (For instance, *liberal education, general education, vocationalism, university, progressive, etc.*)

Mass Media (For instance, *decency, censorship, syndicate, network, etc.*)

Personal Adjustment (For instance, *maturity, marriage, adolescence, compatibility, etc.*)

Social and Political Responsibility (For instance, *conservative, radical, democratic, Democratic, community, law, equality, etc.*)

In the first part of your discussion use your own dictionary and unabridged dictionaries such as A DICTIONARY OF AMERICAN ENGLISH, THE OXFORD ENGLISH DICTIONARY, and WEBSTER'S NEW INTERNATIONAL DICTIONARY OF THE ENGLISH LANGUAGE to help you clarify the meaning of the word. You may want to cite definitions, compare synonyms, contrast homonyms, illustrate usage, indicate who might use it, and cite historical development. In the second part of your discussion, show what the word has meant to you. If your word is *democracy*, for instance, you might cite instances where classmates from "the other side of the tracks" have won important school elections, ability has won over financial and educational background. Cite as many illustrations as possible from your own experiences to let your audience know in terms of events and incidents what *democracy* has meant to you. Be sure that the thesis you state in your introduction integrates the content of both aspects of your discussion.

Section C: Development of Language

WP, "A Point of View Toward Grammar," pp. 407-412.
FP, "English As She's Not Taught," pp. 205-214.

Baugh, Albert C. A HISTORY OF THE ENGLISH LANGUAGE. New York: Appleton-Century-Crofts, 1935, "English Present and Future," Chap. 1; "The English Language in America," Chap. 11.

Berry, Lester V. THE AMERICAN THESAURUS OF SLANG. New York: Crowell, 1953.

Bloomfield, Leonard. LANGUAGE. New York: Henry Holt and Co., 1933, Chap. 2.

Goldberg, Isaac. THE WONDER OF WORDS. New York: Appleton-Century-Crofts, 1938, Chap. 10.

Gray, Giles W. and Claude M. Wise. THE BASES OF SPEECH (Rev. Ed.). New York: Harper and Bros., 1946, "The Linguistic Basis of Speech," Chap. 8.

Jackson, James L., "Air Force Language in the Making," QUARTERLY JOURNAL OF SPEECH, 42 (February, 1956) 14-18.

Jennings, Charles B., Nancy King and Marjorie Stevenson. WEIGH THE WORD. New York: Harper and Bros., 1937, the following sections: George Orwell, "Politics and the English Language," pp. 77-90; Louise Pound, "American English Today," pp. 59-67; Margaret Schlauch, "Family Relationships among Languages," pp. 15-25; J. A. Sheard, "Profit and Loss," pp. 42-50.

Kenyon, John S. AMERICAN PRONUNCIATION. Ann Arbor, Mich.: George Wahr, 1946, "Introduction" and "Historical Suggestions," pp. 3-17.

Lloyd, Donald J. and Harry Warfel. THE AMERICAN LANGUAGE IN ITS CULTURAL SETTING. New York: Alfred Knopf, 1956, "Our Language," Chap. 2.

Mallery, Richard Davis. OUR AMERICAN LANGUAGE. Garden City: Halycon House, 1947, Chaps. 3, 4, 10.

Partridge, Eric. THE WORLD OF WORDS. London: Routledge and Sons, Ltd., 1938, Chaps. 3, 4, 5, 7.

Pei, Mario. THE STORY OF LANGUAGE. New York: J. B. Lippincott, 1949, "The Evolution of Language," Chap. 4.

Tuesday, February 25

Listening Assignment #1 due.

Writing Assignment #2:

Write a 500-word expository theme discussing the language of a certain speaker or writer. The analysis should be based on concepts being studied in Com-

munication Skills—vocabulary, level of usage, convention, appropriateness, connotation, abstractness, coinage, etc. Examples:

1. The slang of Max Shulman's column in the DAILY IOWAN.
2. Verbs used by the headline writer of the DES MOINES REGISTER's sport section *(slugs, blasts, withers,* etc.*)*.
3. Language habits of my instructor in _____. (Mannerisms, vocalized pauses, characteristic expressions, use of slang, learned words, jargon, etc.)
4. The "readability" of my textbook in _____. (THE ART OF PLAIN TALK, by Flesch, in the Reserve Library, briefly outlines a simple formula to analyze "readability" based on word choice, syllables, and sentence length. The system is simple to use, interesting and has some merit.)
5. Emotional language in the political speeches of _____.
6. Metaphors in the language of a writer about sports, music, campus affairs, etc.

In addition to demonstrating a knowledge of language principles, try to show that you can use the language yourself. Using your dictionary, check the verbs of your first draft; find synonyms which are more graphic, exact and appropriate. Cull out passive voice, expletives such as "it is believed," and vague, abstract words. Are your words just words, or do they create pictures?

Class discussion of the development of language.

Wednesday, February 26

Reading Assignment #2:
FP, "English As She's Not Taught," pp. 205-214.
RFP, pp. 25-26. Answer questions 1-25.

Friday, February 28

Writing Assignment #3:
Bring a theme booklet to class for the writing of an in-class theme.

Section D: Articulation and Pronunciation

EGS, "Articulation and Pronunciation," Chap. 9. Read the preface and introduction of your dictionary.

Barber, Sara M. SPEECH EDUCATION. Boston: Little, Brown and Co., 1939, Chap. 52.

Gillman, Wilbur, Bower Aly and Loren D. Reid. THE FUNDAMENTALS OF SPEECH. New York: Macmillan Co., 1951, Chap. 11.

Gray, Giles W. and Claude M. Wise. THE BASES OF SPEECH (Rev. Ed.). New York: Harper and Bros., 1946, "The Phonetic Basis of Speech," Chap. 4.

Jennings, Charles B., Nancy King and Marjorie Stevenson. WEIGH THE WORD. New York: Harper and Bros., 1957. See the article by Hahn, Hargis, Lomas, Vandraegen, "Articulation Standards," pp. 208-213.

Kenyon, John S. AMERICAN PRONUNCIATION. Ann Arbor, Mich.: George Wahr, 1946, "Historical Suggestions" and "The Representation of Speech Sounds," pp. 8-37.

Kenyon, John S. and Thomas A. Knott. A PRONOUNCING DICTIONARY OF AMERICAN ENGLISH (2nd Ed.). Springfield, Massachusetts: G. C. Merriam Co., 1953, "Introduction."

Thonssen, Lester and Howard Gilkinson, BASIC TRAINING IN SPEECH. Boston: D. C. Heath, 1947, Chaps. 8, 9, 10, 11.

Section E: Making Language Appropriate and Effective

WP, "Right Words," Chap. 8.
EGS, "Language," Chap. 6.

Barber, Sara M. SPEECH EDUCATION. Boston: Little, Brown and Co., 1939, Chap. 53.

"College Slang," SCIENCE DIGEST, 38 (August, 1955) 33.

"English at a Loss for Words; Wordgaps," NEW YORK TIMES MAGAZINE, Sept. 11, 1955, p. 27 and October 2, 1955, p. 16.

Fadiman, Clifton, "Is There an Upper-Class American Language?", HOLIDAY, 20 (October, 1956) 6+.

Freidson, Eliot, "The Varieties of Individual Speech," QUARTERLY JOURNAL OF SPEECH, 42 (December, 1956) 355-62.

Garrison, Webb Black. WHY DO YOU SAY IT. New York: Abingdon Press, 1955, Chap. 7.

Jennings, Charles B. WEIGH THE WORD. New York: Harper and Bros., 1957. See: Gledhill Cameron, "Some Words Stop at Marietta, Ohio," pp. 67-71; J. B. Priestly, "The Right Accent," pp. 215-18.

Randolph, Vance and George P. Wilson. DOWN IN THE HOLLER: A GALLERY OF OZARK FOLK SPEECH. Norman, Okla.: University of Oklahoma Press, 1953, "Survivals of Early English."

Tuesday, Wednesday, Friday, March 4, 5, 7

Speech Assignment #2:
Present a four-minute expository speech based on the terminology and/or language usage associated with a particular field, national group, dialect region,

or occupation. Trace the derivation, evolution of these terms and clarify their meaning and present use. Make liberal use of the blackboard as you talk. Be specific; demonstrate orally how the terms are used. Suggested topics:

The jargon of some sport.
The terminology or jargon of music, art, theater, radio, television.
The slang, jargon, language of military services.
Language of the Old West, pioneer days.
Expressions growing out of, or used in, bilingual backgrounds and communities.
Terminology of the stock market, livestock and packing industry.
The meaning of important, commonly used terms in the sciences, medicine, dentistry, economics, business.
Comparison and contrast of English usage in America and England (or some other English speaking nation).
Comparison and contrast between English and some foreign language.
Meaning of religious terms.
Legal terms we need to know.
Language of the criminal and the underworld.
Etc.

Purposes of the assignment are to:

Facilitate adjustment through meaningful action while speaking.
Develop an understanding of the relationship of language, meaning, communication.
Develop an understanding of the dynamic, developmental nature of language.
Provide experience in relating voice to meaning.

Excerpt from the Accelerated Course (10:3) Bibliography (Group B) Syllabus

UNIT IV: SUPPORT OF IDEAS

Bibliographies

Types and Use of Supporting Material and Evidence

Baird, A. Craig and Franklin H. Knower. ESSENTIALS OF GENERAL SPEECH. New York: McGraw-Hill Book Co., 1952. Chaps. 5, 12, 14, pp. 177-178.

McCrimmon, James M. WRITING WITH A PURPOSE (Second Edition). Cambridge, Massachusetts: Houghton Mifflin Co., 1957. Chap. 5.

Baird, A. Craig. ARGUMENTATION DISCUSSION, AND DEBATE. New York: McGraw-Hill Book Co., 1949. Chaps. 3, 8, 9.

Baird, A. Craig. PUBLIC DISCUSSION AND DEBATE. (Revised Edition). Boston: Ginn and Co., 1937. Chap. 4.

Baird, A. Craig and Franklin H. Knower. GENERAL SPEECH (Second Edition). New York: McGraw-Hill Book Co., 1957. Chap. 6.

Barnes, Harry G. SPEECH HANDBOOK. New York: Prentice-Hall, Inc., 1941, pp. 36-46.

Beardsley, Monroe C. THINKING STRAIGHT. New York: Prentice-Hall, 1950. Chap. 8.

Braden, Waldo W. and Earnest Brandenburg. ORAL DECISION MAKING. New York: Harper and Brothers, 1955. Chaps. 4, 5.

Brigance, William N. SPEECH: ITS TECHNIQUES AND DISCIPLINES IN A FREE SOCIETY. New York: Appleton-Century-Crofts, Inc., 1952. Chap. 13.

Brooks, Cleanth and Robert Penn Warren. FUNDAMENTALS OF GOOD WRITING. New York: Harcourt Brace & Co., 1950. Chaps. 3, 5.

Bryant, Donald C. and Karl R. Wallace. FUNDAMENTALS OF PUBLIC SPEAKING. New York: Appleton-Century-Crofts, Inc., 1947. Chaps. 8, 9, pp. 377-383.

Bryant, Donald C. and Karl R. Wallace. FUNDAMENTALS OF PUBLIC SPEAKING (Second Edition). New York: Appleton-Century-Crofts, 1953. Chaps. 9, 10, 11.

Crocker, Lionel. PUBLIC SPEAKING FOR COLLEGE STUDENTS (Second Edition). New York: American Book Co., 1950. Chaps. 13, 14, 16.

Davidson, Donald. AMERICAN COMPOSITION AND RHETORIC. New York: Charles Scribner's Sons, 1943, pp. 7-18.

Ewbank, Henry Lee and J. Jeffrey Auer. DISCUSSION AND DEBATE (Second Edition). New York: Appleton-Century-Crofts, Inc., 1951. Chaps. 5, 7.

Foster, William Trufant. ARGUMENTATION AND DEBATING (Second Revised Edition). New York: Houghton Mifflin Company, 1945. Chap. 4.

Grace, William and Joan Carroll Grace. THE ART OF COMMUNICATING IDEAS. New York: Devin-Adair Co., 1952, pp. 159-214.

Gray, Giles W. and Waldo W. Braden. PUBLIC SPEAKING: PRINCIPLES AND PRACTICE. New York: Harper & Brothers, 1951, Chaps. 11, 12, pp. 167-179.

Guthrie, L. O. FACTUAL COMMUNICATION. New York: Macmillan Co., 1948. Chap. 4.

Hackett, Herbert and others. UNDERSTANDING AND BEING UNDERSTOOD. New York: Longmans, Green & Co., 1957. Chaps. 5, 6, pp. 79-81.

Jefferson, Bernard L. and others. A PROGRESSIVE STUDY OF ENGLISH COMPOSITION. New York: Odyssey Press, 1941. Chaps. 10, 18.

Lomas, Charles W. and Ralph Richardson. SPEECH: IDEA AND DELIVERY. Boston: Houghton Mifflin Co., 1956. Chap. 4

McBurney, James H. and others. ARGUMENTATION AND DEBATE. New York: Macmillan Company, 1951. Chaps. 5, 7.

McBurney, James H. and Ernest J. Wrage. THE ART OF GOOD SPEECH. New York: Prentice-Hall, 1953. Chaps. 7, 14.

Monroe, Alan H. PRINCIPLES AND TYPES OF SPEECH (Fourth Edition). Chicago: Scott, Foresman & Co., 1955. Chaps. 11, 12, 13.

Norvelle, Lee and others. SPEAKING EFFECTIVELY. New York: Dryden Press, 1957. Chap. 5.

Oliver, Robert T. and others. COMMUNICATIVE SPEECH. New York: Dryden Press, 1949. Chaps. 4, 10.

Oliver, Robert T. and others. COMMUNICATIVE SPEECH. (Revised Edition). New York: Dryden Press, 1955. Chaps. 7, 10.

Oliver, Robert T. TRAINING FOR EFFECTIVE SPEECH. New York: Cordon Co. Inc., 1939. Chap. 5.

Stratton, Clarence. EFFECTIVE ENGLISH. New York: McGraw-Hill Book Co., 1951. Chap. 7.

Thonssen, Lester and Howard Gilkinson. BASIC TRAINING IN SPEECH (Second Edition). Boston: D. C. Heath & Co., 1953. Chaps. 18, 19, 20.

White, Eugene E. and Clair Henderlider. PRACTICAL PUBLIC SPEAKING. New York: Macmillan Co., 1954. Chaps. 3, 6.

Winans, James A. SPEECH-MAKING. Appleton-Century-Crofts, Inc., 1938. Chap. 4.

Research, Documentation and Manuscript Techniques

Baird, A. Craig and Franklin H. Knower. ESSENTIALS OF GENERAL SPEECH. New York: McGraw-Hill Book Co., 1952, pp. 24-28.

McCrimmon, James M. WRITING WITH A PURPOSE (Second Edition). Cambridge, Massachusetts: Houghton Mifflin Co., 1957. Chaps. 13, 14.

Aldrich, Ella V. USING BOOKS AND LIBRARIES. New York: Prentice-Hall, 1955, pp. 12-70.

Baird, A. Craig and Franklin H. Knower. GENERAL SPEECH (Second Edition). New York: McGraw-Hill Book Co., 1957. Chap. 4.

Barrett, Laurence. WRITING FOR COLLEGE. New York: American Book Co., 1956. Chap. 23.

Bartling, Julia and Ada Stoflet. THE SUI LIBRARY: AN INFORMAL GUIDE FOR UNDERGRADUATES (Revised Edition). Iowa City: The University Libraries, 1957.

Bowden, Edwin T. AN INTRODUCTION TO PROSE STYLE. New York: Rinehart & Co., 1956. Chap. 5.

Brigance, William N. SPEECH: ITS TECHNIQUES AND DISCIPLINES IN A FREE SOCIETY. New York: Appleton-Century-Crofts, Inc., 1952. Chap. 10.

Davis, Robert Gorham and others. DIRECT COMMUNICATION. Boston: D. C. Heath & Co., 1943. Chap. 10.

Dean, Howard. EFFECTIVE COMMUNICATION. New York: Prentice-Hall, 1953. Chap. 14.

Foerster, Norman and J. M. Steadman, Jr. WRITING AND THINKING. Boston: Houghton Mifflin Co., 1947, pp. 232-259.

Gilman, Wilbur E. and others. THE FUNDAMENTALS OF SPEAKING. New York: Macmillan Co., 1951. Chap. 3.

Guthrie, L. O. FACTUAL COMMUNICATION. New York: Macmillan Co., 1948, pp. 179-206.

Hackett, Herbert and others. UNDERSTANDING AND BEING UNDERSTOOD. New York: Longmans, Green & Co., 1957. Chaps. 20, 21.

Hendrickson, J. Raymond. THE RESEARCH PAPER. New York: Henry Holt & Co., 1957.

Hook, Lucyle and Mary V. Graver. THE RESEARCH PAPER. New York: Prentice Hall, 1954, pp. 1-49.

Jordan, Hoover H. ELEMENTS OF GOOD WRITING (English Pamphlet Series). New York: Rinehart & Co., 1957, pp. 1-17.

Kallsen, T. J. MODERN RHETORIC AND USAGE. New York: Henry Holt & Co., 1955, pp. 424-444.

Kierzek, John M. THE MACMILLAN HANDBOOK OF ENGLISH. New York: Macmillan Co. 1948. Chap. 5.

Leggett, Glenn and others. HANDBOOK FOR WRITERS (Second Edition). New York: Prentice-Hall, 1954, Section 48.

McBurney, James H. and Ernest J. Wrage. THE ART OF GOOD SPEECH. New York: Prentice-Hall, 1953. Chap. 7.

McPeak, James A. S. and Austin Wright. HANDBOOK OF ENGLISH. New York: Ronald Press, 1956. Chaps. 9, 10.

Myers, L. M. GUIDE TO AMERICAN ENGLISH. New York: Prentice-Hall, 1955. Chap. 32.

Norvelle, Lee and others. SPEAKING EFFECTIVELY. New York: Dryden Press, 1957, pp. 104-113.

Pugh, Griffith T. GUIDE TO RESEARCH WRITING. Boston: Houghton Mifflin Co., 1955. Chap. 6.

Shores, Louis. BASIC REFERENCE SOURCES. Chicago: American Library Assn., 1954.

Thomas, Joseph M. and others. COMPOSITION FOR COLLEGE STUDENTS (Fifth Edition). New York: Macmillan Co., 1948, pp. 598-642.

Watt, William. AN AMERICAN RHETORIC (Revised Edition). New York: Rinehart & Co., 1957. Chap. 12.

Weaver, Robert M. COMPOSITION. New York: Henry Holt & Co., 1957. Chap. 6.

Williams, Cecil B. and John Ball. COLLEGE WRITING. New York: Ronald Press Co., 1957, Chap. 11.

Winchell, Constance. GUIDE TO REFERENCE BOOKS (Seventh Edition). Chicago: American Library Association, 1951. (Supplements in 1954 and 1956).

Wykoff, George S. and Harry Shaw. HARPER HANDBOOK OF COLLEGE COMPOSITION (Second Edition). New York: Harper & Brothers, 1957, pp. 126-192.

Tuesday, December 3

Your class will discuss research procedures and manuscript techniques as preparation for the research paper due Friday, December 20. Be sure to start work on this paper immediately since you will be competing with nearly 2,000 other students for the use of the library.

Wednesday and Friday, December 4 and 6

Speech Assignment #7:

Present a four-minute argumentative speech supported by facts and figures which you write on the board as you talk. In preparing your talk consult at least five sources of information; refer to these sources in the presentation of your talk. Defend the position which seems to be the most sensible and sound as the result of your investigation. Your instructor may focus this assignment on a general subject such as Education, Mass Media, or the like. If he does not, you may wish to concentrate on a limited phase of one of the general subjects listed in the bibliographies at the end of the syllabus. Divide the central idea of your speech into two to four clear, principal, subordinate points in support of which you present your facts and figures. Hand in an outline of your talk.

Purposes of this assignment are to:

- Facilitate the development of constructive bodily action and the use of visual aids in speaking.
- Provide experience in the use of specific supporting material resulting from research.
- Provide experience in developing a clear framework for a speech built around well selected, subordinate points.

Listening Assignment #7:

On the speaker assigned you, outline his speech by stating his thesis and the main, subordinate points. Comment on the adequacy of the material presented in support of his points. So that the speaker may check the effectiveness of his communicative effort, your comment will be handed to him after it is checked by your instructor.

Tuesday, December 10

Reading Assignment #8:

FP, pp. 109 and 113.

RFP, p. 13.

The class will discuss the validity, sufficiency, and relevance of the evidence and reasoning exemplified in these selections.

Wednesday, December 11

Writing Assignment #10:

Bring a theme booklet to class to write on a subject which your instructor will announce.

While you are writing your themes, your instructor will make a progress check on your research project.

Friday, December 13

Discussion in class of manuscript form and technique.

Tuesday and Wednesday, December 17 and 18

Speech Assignment #8:

Present a four-minute speech on some phase of your research topic, preferably on some controversy or conflicting information you encountered in your research. Refer to information gained in your research and cite your sources in developing the body of your talk. Do not read or simply "rehash" your research paper. Hand in an outline of your talk. Use visual aids if you can.

Purposes of this assignment are to:

- Provide experience in communicating ideas which are the inferences you have made and the conclusions you have reached as a result of research.
- Provide experience in the effective presentation of a speech organized and developed out of careful research.
- Provide experience in focusing on a relatively limited phase of a subject upon which you have done research.

Friday, December 20

Writing Assignment #11:

Your 6-10 page, typewritten, research theme is due. Be sure to follow the manuscript form outlined in WP. Turn in your note cards, a rough draft, an outline, the text using proper footnote techniques, and a bibliography. The entire project should be submitted in a large manilla envelope.

In class you will have an objective test over research and manuscript techniques.

Appendix C

State University of Iowa
Communication Skills Program
Writing Examination
August, 1957

Follow these directions carefully:

1. Be sure your full name is on the theme booklet.

2. Select one of these *general* subjects and write it on the back of the front cover of your theme booklet.

   The Cold War
   Profit From Friendship
   Education
   Recreation

3. Narrow this general subject to a *specific* topic that you can explain adequately in two hours. *(Note that the writing is to be an explanation, not an argument or a narrative.)*

   Example: Suppose the general topic is "University Theater." This can be limited until the topic used is something like one of the following:

   Characteristics of the University Theatre That Are Often Overlooked
   Why I Prefer Character Parts.
   What Makes a Good Prompter
   Putting on Make-up

4. Outline the theme, still using the back of the front cover.

5. Write the theme, beginning on the next page. If you think you have time, you may write a rough draft on the scratch paper provided and copy it into the theme booklet.

   a. Be sure your theme is an explanation, not an argument.

   b. Avoid merely "discussing" a topic; develop a clear, central idea.

   c. Develop your points with specific material: facts, examples, illustrations, concrete details, even charts and graphs if relevant.

   d. Follow the organization of your outline.

   e. Write a substantial paper. In length it should be at least 450 words.

   f. Use standard English.

   g. Take two full hours. Do not try to cut the time short.

6. Check your writing carefully for grammar, spelling, and punctuation.

7. Turn in all material, including scratch paper.

State University of Iowa
Communication Skills Program
Writing Examination—Exemption Theme
June, 1958

Name .....
Course (Encircle) 10:1 10:2 10:3 10:9
Instructor .....
Hour of Regular Class .....

WARNING (1) Do *NOT* write anything on the front cover of the theme booklet but the general topic you select. (2) This theme is to be expository, not argumentative and not narrative. (3) Read *all* directions before you write.

FOLLOW THESE DIRECTIONS CAREFULLY.

1. Fill in the blanks at the top of this sheet.

2. Select one of these *general* topics and write it on the front cover of your theme booklet. (Do *not* write anything else on the front cover of the theme booklet.)

   How College Has Changed an Idea or Attitude I Had Previously Held.
   Special Knowledge I Possess.
   Family Relationships.
   Books.
   Important Conflicts, Past or Present.

3. Narrow this general topic to a *specific* topic that you can explain adequately in two hours.

4. Outline the theme, using the back of the front page.

5. Write the theme, beginning on the next page. If you think you have time, you may write a rough draft on the scratch paper provided and copy it into the theme booklet.

   a. Be *sure* your theme is an explanation, not an argument.

   b. Be sure your specific purpose is made clear to the reader.

   c. Follow the organization of your outline.

   d. *Develop your points with specific material:* facts, examples, illustrations, concrete details, even charts and graphs if relevant.

   e. Write a substantial paper. In length it should be at least 450 words.

   f. Use standard English.

   g. Take *two* full hours. Do not try to cut the time short.

6. Check your writing carefully for grammar, spelling, and punctuation.

7. Turn in all material, including scratch paper.

COMMUNICATION SKILLS

STATE UNIVERSITY OF IOWA

THEME BOOK

Name ..... Section .....

Date ..... Assignment No. ..... Original ☐ Revision ☐

Thesis or Purpose .....

.....Not suited to assignment .....Not clear, poorly stated at beginning .....Too broad .....Not maintained	**PURPOSE** 1 2 3 4 5 6 7	.....Well suited to assignment .....Explicit .....Properly narrowed .....Maintained
.....Too general, irrelevant, trite, inaccurate, unconvincing, superficial, irresponsible .....Thin, lacks concrete detail .....Inappropriate to readers, writer .....Sources obscure, improperly acknowledged	**CONTENT** 1 2 3 4 5 6 7	.....Specific, relevant, interesting, accurate, convincing, meaningful, responsible .....Substantial, sufficient concrete detail .....Appropriate to readers, writer .....Sources clear, properly acknowledged
.....Introduction: dull, vague, omitted .....Main divisions: hazy, too numerous, poorly ordered .....Paragraphs: illogical, fragmentary, lack topic idea .....Inadequate transitions between major divisions, paragraphs, sentences .....Conclusion: dull, weak, omitted, brings in new ideas	**ORGANIZATION** 1 2 3 4 5 6 7	.....Introduction: clear, smooth, invites attention .....Main divisions: clear, adequate, well ordered, distinct, well proportioned .....Paragraphs: logical, clear topic ideas .....Adequate transitions .....Conclusion: strong, well rounded, complete
.....Structure: CS, Frag, Run-on .....Incoherence: Agr, DM, K, MM, Ref, Shift, Tense, Voice, WO .....Ineffective emphasis: choppy,loose, monotonous, poor paral, subord	**SENTENCES** 1 2 3 4 5 6 7	.....Conventional .....Effectively varied .....Emphasis: appropriate to content
.....Inaccurate, ambiguous, general .....Too formal, too informal, jargon, slangy .....Deadwood, wordy, repetitious .....Trite, flat .....Too heavily slanted .....Unidiomatic	**DICTION** 1 2 3 4 5 6 7	.....Accurate, specific .....Appropriate .....Compact .....Vivid .....Responsible .....Idiomatic
.....Misspelling: ord. words, other words .....Punctuation: confusing in use of . , ; : ' " ! — () .....Capitalization: inappropriate .....Manuscript: sloppy, illegible, not proofread, margins not maintained, unsatisfactory documentation form	**MECHANICS** 1 2 3 4 5 6 7	.....Spelling: accurate throughout .....Punctuation: in aid to comprehension .....Capitalization: appropriate .....Manuscript, neat, legible, margins maintained, satisfactory documentation form

Total Score ..... Instructor .....

Appendix D

SPEECH INSTRUCTIONS

Communication Skills Program

Summer 1957

Form A

Your assignment is to present a four minute argumentative speech on one of the topics listed below. You have fifty minutes in which to select your subject, prepare your talk and plan your method of presentation. Several sheets of paper and several note cards are attached for your use in the preparation of your talk. You may use notes while speaking.

Your audience will consist of nine or ten students and one instructor. The purpose of your speech will be to convince your audience to adopt your point of view on the topic you choose. You may narrow your talk to a specific aspect of the topic you select. However, your speech must be on one of the subjects listed below. Take a clear position on your topic.

You should have something important and interesting to say. Use sound reasoning. Be clear. Support your reasoning with evidence taken from your own thinking, experience, and general knowledge gained from reading. This speech should represent your best effort.

1. Should the United Nations be given more power?
2. What should be our opinion of the program of the Eisenhower administration?
3. What changes, if any, are needed in the elementary and high school curricula?
4. Do Americans "follow the crowd" too much?
5. What, if any, changes should be made in the extra-curricular programs of our schools?
6. What should be done about the increase in crime and delinquency among juveniles?
7. What should be our opinion of the quality of entertainment offered the American public?
8. What should be our opinion of the attitudes and actions of the recent Iowa legislature and the governor?
9. What should be done about problems of discrimination because of race, color and/or creed?
10. Who should go to college?

When the signal is given go to room _____ Schaeffer Hall to give your speech.

SPEECH INSTRUCTIONS

Communication Skills Program

May 23 and 24, 1958

Form C

Your assignment is to present a four minute argumentative speech on one of the topics listed below. You have fifty minutes in which to select your subject, prepare your talk and plan your method of presentation. Several sheets of paper and several note cards are attached for your use in the preparation of your talk. You may use notes while speaking.

Your audience will consist of nine or ten students and three instructors. The purpose of your speech will be to convince your audience to adopt your point of view on the topic you choose. You may narrow your talk to a specific aspect of the topic you select. However, your speech must be on one of the subjects listed below. Take a clear position on your topic.

You should have something important and interesting to say. Use sound reasoning. Be clear. Support your reasoning with evidence taken from your own thinking, experience, and general knowledge gained from reading. This speech should represent your best effort.

1. Institutions and services in the community of Iowa City (churches, public services, schools, and the like).
2. Foreign aid and trade.
3. Missile programs.
4. Capital improvements in Iowa colleges and universities.
5. Required courses in college.
6. Business recession in United States.
7. Athletic or sports organizations, conferences, and/or leagues.
8. Academic standards in colleges and universities.
9. "Crowd" influence and behavior.
10. Censorship.
11. Financing education.
12. Artists and intellectuals—function in society, attitudes toward them.

When the signal is given, go to room _____ Schaeffer Hall to give your speech.

SPEECH RATING BLANK

Name ..... Date .....

Subject ..... Assignment .....

ITEMS	Rating	COMMENTS	Rating
SUBJECT. Of interest, significant? Adapted to speaker, audience, occasion, assignment? Properly narowed? Central idea, purpose clear?			Ideas
ANALYSIS: Approach to subject original, interesting? Central idea divided into significant, interesting, subordinate ideas?			
MATERIAL: Specific, valid, relevant, sufficient interesting? Properly distributed? Adapted to audience?			
ORGANIZATION: Clear, effective arrangement of ideas? Introduction, body, conclusion? Pattern of development adapted to ideas and audience?			Organ.
LANGUAGE: Clear, accurate, varied, vivid? Appropriate standard of usage? In conversational mode?			Lang.
ADJUSTMENT OF SPEAKER: Poised, at ease, communicative, direct? Personality pleasing, projected to audience? Aware of audience reaction to speech?			Delivery
BODILY ACTION: Is speaker animated? Is posture, action constructive or distracting? Adapted to speaker, ideas, occasion?			
VOICE: Pleasing, adequate, distracting? Varied or monotonous in pitch, intensity, quality? Expressive of logical, emotional meanings?			
ARTICULATION AND PRONUNCIATION: Articulation clear, correct, slurred, muffled? Defective sounds? Acceptable standard of pronunciation?			
FLUENCY: Extemporaneous, conversational? Varied, monotonous, hesitant, too fast, too slow? Adapted to ideas, speaking situation?			
GENERAL EFFECTIVENESS: Auditors attentive, interested? Speaker's goal maintained, achieved in speech?			Effect
RATING SCALE 4 — average 5 — good 3 — fair 6 — excellent 2 — inadequate 7 — superior 1 — poor	Total		

..... Critic